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ABSTRACT

The job position of operations/intelligence specialist as performed in Mandarin Chinese is described in terms of terminal skill objectives (TSOs) and enabling objectives (EOs). This analysis is part of the communication/language objectives-based system (C/LOBS), which supports the front-end analysis efforts of the Defense Language Institute Foreign Language Center. The C/LOBS project, which is described in 13 volumes and an executive summary, functions as a subsystem of the instructional systems development approach currently in use in the TRADOC school system. Five job-duty positions and three languages were selected for field testing and system validation. This volume presents the results of the task analysis of Mandarin Chinese language requirements for operations/intelligence specialists. The job tasks of this position use two communicatives activities: "demonstrates" and "teaches." The language functions critical to communicative task performance are referenced in the TSOs and EOs. Following each TSO a mapping sheet is provided to direct the user to the materials which further define both the communicative activities and the Mandarin Chinese language necessary to accomplish those tasks. The EOs provide a detailed outline of each communicative activity required. (SW)

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METHOD FOR DETERMINING LANGUAGE OBJECTIVES AND CRITERIA

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11BF1 OPERATIONS/INTELLIGENCE SPECIALIST
SPECIAL FORCES (MANDARIN CHINESE)

A study conducted under contract number
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DEVELOPMENT & EVALUATION ASSOCIATES, INC.
Midtown Plaza, 700 East Water Street, Syracuse, New York 13210

Report A005-WU 35114

METHOD FOR DETERMINING LANGUAGE OBJECTIVES AND CRITERIA

VOLUME VIII: 11BF1 OPERATIONS/INTELLIGENCE SPECIALIST SPECIAL FORCES (MANDARIN CHINESE)

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20. ABSTRACT (Continue on reverse side if necessary and identify by block number)

This volume presents the Terminal Skill Objectives, Mapping Sheets and Enabling Objectives for MOS 11BF1 Operations/Intelligence Specialist as performed in Mandarin Chinese.

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TABLE OF CONTENTS

INTRODUCTION.....VIII-1

TSO BF1.SF/C.8.01/CM TEACHES

Organization and Planning.....VIII-3

TSO MAP BF1.SF/C.8.01/CM.....VIII-12

TSO BF1.SF/C.8.02/CM TEACHES

Intelligence Cycle.....VIII-13

TSO MAP BF1.SF/C.8.02.....VIII-25

TSO 11BF1.SF/C.8.03/CM TEACHES

Security/Safeguarding.....VIII-26

TSO MAP 11BF1.SF/C.8.03/CM.....VIII-34

TSO 11BF1.SF/C.8.04/CM TEACHES

Collection of Information.....VIII-35

TSO MAP 11BF1.SF/C.8.04/CM.....VIII-46

TSO 11BF1.SF/C.8.05/CM TEACHES

Organization of the G-Force.....VIII-47

TSO MAP 11BF1.SF/C.8.05/CM.....VIII-64

TSO 11BF1.SF/C.8.06/CM TEACHES

Counterintelligence.....VIII-65

TSO MAP 11BF1.SF/C.8.06/CM.....VIII-82

TSO 11BF1.SF/C.7.01/CM DEMONSTRATES

Map Reading and Compass.....VIII-83

TSO MAP 11BF1.SF/C.7.01/CM.....VIII-105

EO Set for DEMONSTRATES.....VIII-106

EO Set for TEACHES.....VIII-120

11BF1 Operations/Intelligence

The Special Forces 11BF1 Operations/Intelligence Specialist has a wide range of duties requiring a number of specialized skills. A foreign language skill is required in the performance of a number of his duties and tasks.

Language Requirements

The Special Forces 11BF1 Operations/Intelligence Specialist uses language in face-to-face conversation for basic survival, social intercourse with members of the G-force, and instructing. Aside from immediate survival language, the ability to communicate as an instructor is most important.
Because of the nature of unconventional warfare, the 11BF1 Operations/ Intelligence Specialist, as an instructor, tailors content, organization and training techniques to meet the unique characteristics of his audience. The training covers both the operations and the intelligence aspects of the 11BF1 job position. The instructor trains the G-force in the functions of staff planners and organizers, specialists in security and intelligence, and security guards.

Communicative Tasks

The priority job tasks are concerned with training the G-force in organization and planning, security, the collection of intelligence information, the organization of the G-force, counterintelligence, and map and compass reading.
These job tasks use two Communicative Activities: "DEMONSTRATES" AND "TEACHES". "DEMONSTRATES" is specific "hands on" training, usually with physical equipment or weapons. In terms of grammar, the language requirement for "DEMONSTRATES" is less complex than "TEACHES". "TEACHES" demands a higher capability

in verbal communication to accomplish the training task. More abstract or symbolic knowledge underlies the skill in which the G-force member is trained. These two communicative activities, "DEMONSTRATES" and "TEACHES", form the basic organizational scheme for the Enabling Objectives (EOs). When the Terminal Skill Objectives (TSOs) are mapped on the EOs, either "DEMONSTRATES" or "TEACHES" provide organized and developed communicative strategies leading to mastery of the specific TSOs.

Language Functions

The language functions critical to communicative task performance are referenced in the TSOs and EOs. Example elements in Mandarin Chinese are listed in the Mandarin Chinese Function Catalog.

TERMINAL SKILL OBJECTIVE

No. 11BF1.SF / C.8.01 / CM

DOCUMENTATION: Interview and survey data from Special Forces 11BF1 MOS holders, Special Forces Task Analysis data from 10th SFG, Ft. Devens, and Field Manual FM 101-5

COMMUNICATIVE TASK

COMPONENTS		STATEMENT
Role	Instructor	The student in the role of "INSTRUCTOR" "TEACHES" others in the Chinese language in a face-to-face
Com Act	Teaches	situation on a group or individual basis staff organization and planning by describing (1) the
Audience	Group/Individual	identifying characteristics of the commander, executive officer, and the five staff member sections
Topics	Organ. & Planning	of a typical small unit, (2) the functions of each section, and (3) functions in detail of the
Purpose	Training staff planners	intelligence unit for the purpose of training staff planners.

CONDITIONS

PREPARATION TIME: 2 hours

PERFORMANCE TIME: 30 min.

Materials/Equipment: Field manuals, standard and technical dictionaries, job aids

Materials/Equipment: Blackboard and chalk, prepared charts

REGISTER

Speech	Print
__ techno-jargon	__ technical
__ formal	__ literary
x colloquial	__ informal

MacroSTANDARDS

DESCRIPTION The student will describe to an audience in the Chinese language staff organization and planning and answer questions. The presentation will include the three parts of the lesson, be easily understood by the audience, and include appropriate vocabulary and use of functions as given in T.03 and T.04.

LPM INDICES

Functions	Vocabulary
x 1.0 Fact Info	x military
x 2.0 Intell Att	x technical
__ 3.0 Emo Att	__ other ___
x 4.0 Suasion	
__ 5.0 Soc Rit	
__ 6.0 Man Comm	See T.04

TSO No. 11BF1.SF / C.8.01 / CM

■ TSO

/7 EO

NA 1 2 3 4 5 6 7 8 9 10

TASK SCENARIO	KEY TERMS Vocabulary Items	FUNCTIONS Major Descriptors	COMMENTS Culture/References/Supplements
Introduction	[1]CĀN MÓU 参謀 [2]BIĀN ZǓ 编组 [3]JÌ HUÀ 计划	1.1 identify 1.2 state factual information	This TSO begins with the content/context required for EO C.8-2. The student will begin by gaining attention, motivating the trainee(s), and stating the learning objectives as required in EO C.8-1.
Our next topic is [1]staff [2]organization and [3]planning in a [4]small unit. We will discuss how the staff member who is in charge of [5]intelligence operations relates to the other staff members in the same unit. Even more important than that, we are going to talk about how the staff member working with intelligence can [6]support the [7]commander and the operations of the whole unit.	[4]XIǍO DĀN WÈI 小单位 [5]QÍNG BÀO ZUÒ YÈ 情报作业 [6]ZHĪ YUÁN 支援 [7]ZHǏ HUĪ GUĀN 指挥官	3.10.1 importance	

10

11

TSO No. 11BF1.SF / C.8.01 / CM

TSO

EO

NA 1 2 3 4 5 6 7 8 9 10

T.02

TASK SCENARIO	KEY TERMS Vocabulary Items	FUNCTIONS Major Descriptors	COMMENTS Culture/References/Supplements
How many people make up a small unit			
In general, a small unit has a commander, an		1.1 identify 1.2 state factual information	The student must be able to provide simple definitions for each intelligence term, give examples and non-examples and make comparisons.
Executive Officer, and five staff members:			
S-1: [1]Administrative	[1]XÍNG ZHÈNG 行政		
S-2: [2]Intelligence	[2]QÍNG BÀO 情报		
S-3: [3]Operations	[3]ZUÒ YÈ 作业		
S-4: [4]Supply	[4]BǓ JǏ 补给		
S-5: [5]Psychological Operations	[5]XĪN LǏ ZUÒ ZHÀN 心理作战		

12

13

TASK SCENARIO	KEY TERMS Vocabulary Items	FUNCTIONS Major Descriptors	COMMENTS Culture/References/Supplements
The instructor then goes into an explanation of all the detail responsibilities of each member of the unit. First the Commander, the Executive Officer, the S-1, and then the S-2. The S-2 intelligence staff member has three main responsibilities: 1. [1]Production of intelligence 2. [2]Use of intelligence and information 3. [3]Counterintelligence	[1]QÍNG BÀO DE CHǍN SHĒNG 情报的产生 [2]QÍNG BÀO HE ZĪ LIÀO DE YÙN YÒNG 情报和资料的运用 [3]FǍN QÍNG BÀO 反情报	1.1 identify 1.2 state factual information 2.4.1 possibility 2.4.2 impossibility 2.5.1 capability 2.5.2 incapability 2.6 need 2.8 obligation 4.5 warnings 4.6 directions/ instructions/ commands	The student will demonstrate his/her ability to perform the steps in EO C.8-2 DEVELOPING THE SUBJECT. *These functions are of high frequency in developing main points in a lesson.

TASK SCENARIO	KEY TERMS Vocabulary Items	FUNCTIONS Major Descriptors	COMMENTS Culture/References/Supplements
He is also responsible for the training plans in intelligence operations in support of the unit. The instructor then goes on to describe the responsibilities of the S-3, S-4, and S-5 staff members. He then touches on the common functions of all staff members: Apart from their specific responsibilities, all staff members also share common functions:	'XÙN LIÀN JÌ HUÀ 訓練計划		

TSO No. 11BF1.SF / C.8.01 / CM

■ TSO

/_/ EO

NA 1 2 3 4 5 6 7 8 9 10

TASK SCENARIO	KEY TERMS Vocabulary Items	FUNCTIONS Major Descriptors	COMMENTS Culture/References/Supplements
1. [1]Providing information	[1]GÒNG JÍ QÍNG BÀO 供给情报		
2. [2]Making estimates	[2]PÀN DUÀN 判断		
3. [3]Making recommendations	[3]TUĪ JIÀN 推荐		The student will conclude the lesson by recalling main points and recommending course of action.
4. [4]Preparing plans and orders	[4]ZHǓN BÈI JÌ HUÀ HÉ MÌNG LÌNG 准备计划和命令		
5. [5]Supervising the execution of plans and orders	[5]JIĀN DŪ JÌ HUÀ HÉ MÌNG LÌNG DE ZHÍ XÍNG 监督计划和命令的执行		

18

19

LPM Vocabulary Indices for TSO No. 11BF1.SF / C.8.01 / CM

Crit	English	Target Language: CHINESE	
/x/	administrative	XÍNG ZHÈNG	行政
/x/	analyze	FĒN XĪ	分析
/x/	apply	YÙN YÒNG	运用
/x/	Assistant Chief of Staff, G-1, Personnel	CĀN YĪ RÉN SHÌ ZHÙ LǏ CĀN MÓU ZHǍNG	参一人事助理参谋长
/x/	Assistant Chief of Staff, G-2, Intelligence	CĀN ÈR QÍNG BÀO ZHÙ LǏ	参二情报助理
/x/	Assistant Chief of Staff, G-3, Operations and Training	CĀN SĀN ZUÒ ZHÀN XÙN LIÀN ZHÙ LǏ CĀN MÓU ZHǍNG	参三作战训练助理参谋长
/x/	Assistant Chief of Staff, G-4, Logistics	CĀN SÌ HÒU QÍN ZHÙ LǏ CĀN MÓU ZHǍNG	参四后勤助理参谋长
/x/	Assistant Chief of the General Staff	CĀN MÓU CÌ ZHǍNG	参谋次长
/ /	carry out duty(ies)	ZHÍ HÁNG RÈN WÙ	执行任务
/x/	Chief of the General Staff	CĀN MÓU ZǑNG ZHǍNG	参谋总长
/ /	commander	ZHǏ HUĪ GUĀN	指挥官
/x/	command post	ZHǏ HUĪ BÙ	指挥部
/ /	complete	WÁN CHÉNG	完成
/x/	counterintelligence	FǍN QÍNG BÀO	反情报
/x/	distinguish	SHÍ BIÉ	识别
/x/	Deputy Chief of the General Staff	FÙ CĀN MÓU ZǑNG ZHǍNG	副参谋总长
/x/	duty	RÈN WÙ	任务
/x/	exercise authority	ZHÍ ZHǍNG	执掌
/x/	final purpose	ZUÌ ZHŌNG MÙ DÌ	最终目的
/x/	flight	FĒN DUÌ	分队
/x/	front line	QIÁN XIÀN	前线
/ /	general staff	GĀO JÍ CĀN MÓU	高级参谋
/ /	general staff	GĀO CĀN (abbreviation)	高参
/x/	general staff of communication	TŌNG XÌN CĀN MÓU	通信参谋

LPM Vocabulary Indices for TSO No. 11BF1.SF / C.8.01 / CM

Crit	English	Target Language: CHINESE	
/x/	general staff of intelligence	QÍNG BÀO CĀN MÓU	情报参谋
/x/	general staff of liaison	LIÁN LÀO CĀN MÓU	连络参谋
/x/	general staff of logistics	HÒU QÍN CĀN MÓU	后勤参谋
/x/	general staff of military information	DÍE BÀO CĀN MÓU	谍报参谋
/x/	general staff of political war	ZHÈNG ZHÀN CĀN MÓU	政战参谋
/x/	general staff of psychological war	XĪN ZHÀN CĀN MÓU	心战参谋
/x/	general staff of warfare	ZUÒ ZHÀN CĀN MÓU	作战参谋
/ /	intelligence	QÍNG BÀO	情报
/x/	intelligence information	QÍNG BÀO ZĪ LIÀO	情报资料
/x/	intelligence operation	QÍNG BÀO ZUÒ YÈ	情报作业
/x/	judge	YÁN PÁN	研判
/x/	making estimates	PÀN DUÀN	判断
/x/	making recommendations	TUĪ JIÀN	推荐
/x/	operation	ZUÒ YÈ (RÈN WÙ)	作业(任务)
/x/	operational plan	ZUÒ YÈ JÌ HUÀ	作业计划
/x/	operational procedure	ZUÒ YÈ CHÉN XÙ	作业程序
/x/	organization	BIĀN ZǓ	编组
/ /	planning	JÌ HUÀ	计划
/x/	preparing plans and orders	ZHǓN BÈI JÌ HUÀ HÉ MÌNG LÌNG	准备计划和命令
/ /	process	ZHĚNG LǏ	整理
/x/	production of intelligence	QÍNG BÀO DE CHǍN SHĒNG	情报的产生
/x/	providing information	GŌNG JǏ QÍNG BÀO	供给情报
/x/	psychological operation	XĪN LǏ ZUÒ ZHÀN	心理作战
/ /	psychological war	XĪN LǏ ZUÒ ZHÀN	心理作战

LPM Vocabulary Indices for TSO No. 11BF1.SF / C.8.01 / CM

Crit	English	Target Language: CHINESE	
[x]	psychological war	XĪN ZHÀN (abbreviation)	心战
[x]	small unit	XIǍO ZǓ, XIǍO DUÌ	小组,小队
[x]	sphere of authority	QUÁN LÌ FÀN WÉI	权力范围
[x]	staff	CĀN MÓU	参谋
[x]	supervise the execution of plans and orders	JIĀN DŪ JÌ HUÀ HE MÌNG LÌNG DE ZHÍ XÍNG	监督计划和命令的执行
[x]	supply	BǓ JǏ	补给
[x]	support	ZHĪ YUÁN	支援
[x]	training plans	XÙN LIÀN JÌ HUÀ	训练计划
[x]	use of intelligence and information	QÍNG BÀO HÉ ZĪ LIÀO DE YÙN YÒNG	情报和资料的运用
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TSO Map

TSO 11BF1 SF / C.8.01 / CM

M.01

VIII-12

RECOMMENDED TRAINING SEQUENCE

NA (1) 2 3 4 5 6 7 8 9 10

SEQUENCE TYPE

- [x] linear
- [ ] hierarchical
- [ ] solitary

PRIMARY DECISION FACTOR

- [x] job criticality
- [ ] dependent relationship
- [ ] independent relationship

REQUIRED SUPPORT MATERIALS

Enabling Objectives: EO Teach C.8/1-4

Functions Catalog: Mandarin Chinese

Rolebooks: Instructor (Mandarin Chinese)

Special Vocabulary: See TSO 11BF1.SF/C.8.01/CM: T.04

Technical Documents: FM 31-21 Special Forces Operational Techniques

DESIRED ENTRY BEHAVIOR

"Able to satisfy routine social demands and limited work requirements. Can handle with confidence but not with facility most social situations including introductions and casual conversations about current events, as well as work, family, and autobiographical information; can handle limited work requirements, needing help in handling any complications or difficulties; can get the gist of most conversations on non-technical subjects (i.e. topics which require no specialized knowledge) and has a speaking vocabulary sufficient to express himself simply with some circumlocutions; accent, through often faulty, is intelligible; can usually handle elementary constructions quite accurately but does not have thorough or confident control of the grammar." Army Regulation 350-20

23

ENABLING OBJECTIVES: Scope and Sequence Chart

Communicative Activity: "TEACHES"

INTRODUCING THE SUBJECT
Gain attention
3.7/5.5.1/6.1.1/6.2/6.3
Motivate
2.6/2.8/3.1.1/3.4/3.10.1/4.1
State learning objectives
1.1/1.2
Provide overview of activities and/or procedures
1.1/1.2/3.7
Explain evaluation
2.8/2.5.1/2.5.2/3.2.1/3.2.2

DEVELOPING THE SUBJECT
Identify/define main points
1.1/1.1/3.10.1
Explain/support main points
1.1/1.2/2.4.1/2.4.2/2.5.1/2.5.2/2.6/2.8/3.10.1/4.1/4.5/4.6

CONCLUDING THE LESSON
Recall main points
1.1/1.2/2.3.1/2.3.2
Recommend courses of action
2.6/2.8/3.10.1/4.1/4.4/4.6/4.7

PROVIDE COMMUNICATIVE GUIDANCE
Encourage questions
6.9
Answer questions
1.1/1.2/2.4.1/2.4.2/2.5.1/2.5.2/2.10.2/2.12.1/2.12.2/2.13/3.1.1/3.1.2/3.6/3.10.1/3.10.2/4.7
Acknowledge emotional attitudes
3.1.1/3.1.2/3.2.1/3.2.2/3.3.1/3.3.2/3.10.1/3.10.2
Provide supportive correction; recommend; caution
3.2.1/4.1/4.2/4.5/4.7

24

TERMINAL SKILL OBJECTIVE

No. 11BF1.SF / C.8.02 / CM

DOCUMENTATION: Interview and survey data from Special Forces 11BF1 MOS holders; TEC lesson: 935-071-1026-F; Special Forces Task Analysis Data from 10th SFG, Ft. Devens; Field Manual: FM 30-50.

COMMUNICATIVE TASK

COMPONENTS		STATEMENT
Role	Instructor	The student in the role of "INSTRUCTOR" "TEACHES" others in the Chinese language in a face-to-face
Com Act	Teaches	situation on a group or individual basis the organization and operation of the intelligence cycle
Audience	Group/Individual	by identifying the four phases of the intelligence cycle, describing the main functions of each
Topics	Intelligence cycle	phase, and describing the operation of the intelligence cycle for the purpose of training intel-
Purpose	Training intel. special'ts	ligence specialists.

CONDITIONS

PREPARATION TIME: 2 hours

Materials/Equipment: Field manual, technical and standard dictionaries, job aids

PERFORMANCE TIME: 30 min.

Materials/Equipment: blackboard and chalk, prepared charts

REGISTER

Speech	Print
__ techno-jargon	__ technical
__ formal	__ literary
x colloquial	__ informal

MacroSTANDARDS

DESCRIPTION The student will describe the organization and operation of the intelligence cycle to an audience in the Chinese language and correctly answer two questions asked by audience members. The presentation will cover the critical points named above, be easily intelligible, and employ vocabulary and functions as specified in T.03 and T.04.

LPM INDICES

Functions	Vocabulary
x 1.0 Fact Info	x military
x 2.0 Intell Att	__ technical
__ 3.0 Emo Att	__ other ___
x 4.0 Suasion	
__ 5.0 Soc Rit	
__ 6.0 Man Comm	See T.04

TSO No. 11BF1.SF / C.8.02 / CM

■ TSO

▱ EO

NA 1 2 3 4 5 6 7 8 9 10

T.02

TASK SCENARIO	KEY TERMS Vocabulary Items	FUNCTIONS Major Descriptors	COMMENTS Culture/References/Supplements
Introduction			
Good day. My name is _____. Our topic		5.1 greet 5.5.1 introduce oneself	The student will gain attention, motivate trainees, and state the learning objectives as defined in EO C.8-1.
for today is [1]Intelligence Cycle.	[1]QÍNG BÀO XÚN HUÁN 情报循环		
What is Intelligence Cycle			
Intelligence Cycle is the way we [2]systematically	[2]YǑU ZǓ ZHĪ DE SŌU JÍ 有组织的搜集	1.1 identify 1.2 state factual information	The student will demonstrate his ability to develop the subject of "intelligence cycle" following the steps in EO C.8-2.
collect and [3]make use of intelligence information.	[3]CǍI YÒNG 采用		
The [4]four phases of the Cycle	[4]XÚN HUÁN DE SÌ BÈ ZÒU 循环的四步骤	1.1 identify 1.2 state factual information	
There are four phases in the Intelligence Cycle:			
1. [5]Directing the collection effort	[5]ZHǏ DǍO 指导		

TASK SCENARIO	KEY TERMS Vocabulary Items	FUNCTIONS Major Descriptors	COMMENTS Culture/References/Supplements
2. [1]Collecting the information	[1]SŌU JÍ 搜集		
3. [2]Processing the collected information	[2]CHǓ LǏ SŌU JÍ LÁI DE ZĪ LIÀO 处理收集来的资料		
4. [3]Disseminating and using the resulting intelligence	[3]SÀN BÙ HÉ YÌNG YÒNG SUǑ HUÒ QÍNG BÀO 散布和应用所获情报		
How do the four phases operate			
[4]Although the four phases seem to [5]follow one another, they can also all [6]take place at the same time. Also, as new information is being collected, information [7]collected earlier is [8]analyzed,	[4]SUĪ RÁN 虽然,	1.1 identify 1.2 state factual information	
	[5]YĪ GÈ GĒN LÌNG YĪ GÈ 一个跟另一个		
	[6]TÓNG SHÍ FĀ SHĒNG 同时发生		
	[7]XIĀN QIÁN SŌU JÍ DE 先前搜集的		
	[8]FĒN XĪ 分析		

TASK SCENARIO	KEY TERMS Vocabulary Items	FUNCTIONS Major Descriptors	COMMENTS Culture/References/Supplements
processed, and disseminated.			
As the [1]topic is called Intelligence Cycle, all	[1]ZHǓ TÍ 主題		The student must be able to provide simple definitions of intelligence terms, give examples and non-examples, and make comparisons when appropriate.
the phases are operating [2]continuously and in a	[2]LIÁN XÙ DÌ 連续地		
[3]cyclical fashion. Now let's talk about what	[3]XÚN HUÁN DE FĀNG SHÌ 循环的方式		
happens in each phase.			
Directing the collection effort		1.1 identify 1.2 state factual information	
This phase begins with [4]deciding what [5]sorts of	[4]JUÉ DÌNG 决定 [5]ZHǑNG LÈI 种类		
intelligence information are needed and which			

TASK SCENARIO	KEY TERMS Vocabulary Items	FUNCTIONS Major Descriptors	COMMENTS Culture/References/Supplements
ones are more important than others. [1]A plan is drawn up to show what are the most important areas for collection of information. This plan is kept [2]up to date all the time. When the [3]situation changes or the [4]nature of the information changes, the plan will be changed to [5]suit the new situation or the information. The plan shows the [6]reason that information is needed and can be used to produce [7]requests to be sent to the	[1]LÌ HǍO JÌ HUÀ 立好计划 [2]ZUÌ JÌN DE, ZUÌ XĪN DE 最近的，最新的 [3]QÍNG KUÀNG GǍI BIÀN 情况改变 [4]QÍNG BÀO DE BĚN ZHÍ 情报的本质 [5]SHÌ YÌNG 适应 [6]LǏ YÓU 理由 [7]YĀO QIÚ 要求	3.10.1 importance 2.6 need 2.8 obligation 4.6 directions/ instructions/ commands	The student will follow the steps in EO C.8-2.

TSO No. 11BF1.SF / C.8.02 / CM

■ TSO

/ / EO

NA 1 2 3 4 5 6 7 8 9 10

T.02

TASK SCENARIO	KEY TERMS Vocabulary Items	FUNCTIONS Major Descriptors	COMMENTS Culture/References/Supplements
[1]collection agencies [2]most capable for the tasks.	[1]QÍNG BÀO SŌU JÍ BÙ MÉN 情报搜集部门 [2]ZUÌ NÉNG GÀN 最能干		
Collecting the information		1.1 identify 1.2 state factual information	Refer to EO C.8-2.
After the agencies have received the [3]specific orders and requests to collect certain informa-	[3]TÈ SHŪ DE MÌNG LÌNG 特殊的命令	4.6 instructions/ directions/ commands	
tion, the [4]collection efforts are [5]supervised to	[4]SŌU JÍ GŌNG ZUÒ 搜集工作 [5]JIĀN DŪ 监督		
[6]make sure that these orders and requests are	[6]WÙ SHǏ 务使		
carried out [7]effectively and [8]timely.	[7]YǑU XIÀO DE 有效的 [8]HÉ SHÍ DE 合时的		
Processing the collected information			
After [9]information is collected, it is not usable	[9]ZĪ LIÀO 资料	1.1 identify 1.2 state factual information	Refer to EO C.8.2.

TASK SCENARIO	KEY TERMS Vocabulary Items	FUNCTIONS Major Descriptors	COMMENTS Culture/References/Supplements
as intelligence until it is [1]processed. There	[1]BÈI CHǓ LǏ GUÒ 被处理过		
are three steps in this phase:			
1. [2]Recording	[2]JÌ LÙ 记录		
2. [3]Evaluating the information to see if	[3]JIÀN DÌNG 鉴定		
it is what is needed, [4]reliable and	[4]KĚ KÀO 可靠		
[5]accurate.	[5]ZHÈNG QUÈ 正确		
3. [6]Interpreting the information to find	[6]YÁN PÀN 研判		
what is [7]really meant and how [8]important	[7]ZHĒN YÌ 真意		
it is.	[8]ZHÒNG YÀO 重要		

37

38

TASK SCENARIO	KEY TERMS Vocabulary Items	FUNCTIONS Major Descriptors	COMMENTS Culture/References/Supplements
Disseminating and using the resulting intelligence The intelligence information resulting from the processing phase is [1]distributed to different [2]users. A useful intelligence information is one that can help the [3]commander in deciding on what additional intelligence is needed.	[1]FĒN PÈI 分配 [2]YÒNG ZHĚ 用者 [3]ZHǏ HUĪ GUĀN 指揮官	1.1 identify 1.2 state factual information	Refer to EO C.8-2. The student will conclude the lesson as required in EO C.8-3.

LPM Vocabulary Indices for TSO No. 11BF1.SF / C.8.02 / CM

Crit	English	Target Language: CHINESE	
/X/	accurate	ZHÈNG QUÈ	正确
/X/	although	SUĪ RÁN	虽然
/X/	analyzed	FĒN XĪ	分析
/ /	a plan is drawn up	LÌ HǍO JÌ HUÀ	立好计划
/ /	Chief of the Intelligence Unit	QÍNG BÀO SHǑU ZHǍNG	情报首长
/ /	colleagues (or subordinates)	GÀN BÙ	干部
/X/	collected earlier	XIĀN QIÁN SŌU JÍ DE	先前搜集的
/X/	collecting	SŌU JÍ	搜集
/X/	collection agencies	QUÍN BÀO SŌU JÍ BÙ MÉN	情报搜集部门
/ /	collection efforts	SŌU JÍ GŌNG ZUÒ	搜集工作
/ /	commander	ZHǏ HUĪ GUĀN	指挥官
/ /	concealed	QIÁN FÚ	潜伏
/X/	confidential	JĪ MÌ	机密
/X/	continuity	LIÁN QUÀN XÌNG	连贯性
/X/	continuously	LIÁN XÙ BÙ DUÀN	连续不断
/X/	core	HÉ XĪN ZǓ ZHĪ	核心组织
/ /	core member(s)	HÉ XĪN FÈN ZǏ	核心份子
/X/	counterespionage		
/ /	cyclical fashion	XÚN HUÁN DE FĀNG SHÌ	循环的方式
/ /	decide	JUÉ DÌNG	决定
/ /	depute	PÀI QIǍN	派遣
/ /	direct	ZHǏ DǍO	指导
/X/	directing operation	ZUÒ YÈ ZHǏ DǍO	作业指导
/X/	direct intelligence information	ZHÍ JIĒ QÍNG BÀO	直接情报
/X/	disseminate	SÀN BÙ	散布
/X/	disseminating and using the resulting intelligence	SÀN BÙ HÉ YÌNG YÒNG SUǑ HUÒ QÍNG BÀO	散布和应用所获情报
/X/	distribute	FĒN PÈI	分配

LPM Vocabulary Indices for TSO No. 11BF1.SF / C.8.02 / CM

Crit	English	Target Language: CHINESE	
[X]	division(s) involved	YǑU GUĀN BÙ MÉN	有关部门
[X]	effectively	YǑU XIÀO DE	有效的
[X]	enforce	SHÍ SHĪ	实施
[X]	evaluating	JIÀN DÌNG	鉴定
[X]	exchange intelligence	QÍNG BÀO JIĀO HUÀN	情报交换
[X]	follow one another	YI GÈ GĒN LÌNG YĪ GÈ	一个跟另一个
[X]	four phases of the cycle	XÚN HUÁN DE SÌ BÙ ZÒU	循环的四步骤
[ ]	giving orders	XIÀ DÁ MÌNG LÌNG	下达命令
[ ]	important	ZHÒNG YÀO	重要
[ ]	indication	ZHǏ SHÌ	指示
[X]	indirect intelligence information	JIÀN JIĒ QÍNG BÀO	间接情报
[X]	information	ZĪ LIÀO	资料
[X]	information leak	XIÈ LÒU	泄漏
[X]	intelligence agent(s)	TÈ WÙ RÉN YUÁN	特务人员
[X]	intelligence cycle	QÍNG BÀO XÚN HUÁN	情报循环
[X]	intelligence specialists	QÍNG BÀO ZHUĀN YUÁN	情报专员
[ ]	intention	YÌ TÚ	意图
[X]	interpret	YÁN PÀN	研判
[ ]	make sure	WÙ SHǏ	务使
[ ]	make use	CǍI YÒNG	采用
[ ]	mission	RÈN WÙ, SHǏ MÌNG	任务,使命
[ ]	most capable	ZUÌ NÉNG GÀN	最能干
[X]	national defense security	GUÓ FÁNG JĪ MÌ	国防机密
[X]	nature of the information	QÍNG BÀO DE BĚN ZHÍ	情报的本质
[ ]	need	XŪ QIÚ	需求
[ ]	operating method(s)	GŌNG ZUÒ FĀNG SHÌ	工作方式
[ ]	others	QÍ TĀ	其他
[ ]	other sources	QÍ TĀ LÁI YUÁN	其他来源

LPM Vocabulary Indices for TSO No. 11BF1.SF / C.8.02 / CM

Crit	English	Target Language: CHINESE	
/X/	personnel management	YÙN YÒNG RÉN YUÁN	运用人员
/X/	planning	JÌ HUÀ	计划
/X/	processed	BÈI CHǓ LǏ GUÒ	被处理过
/X/	processing the collected information	CHǓ LǏ SŌU JÍ LÁI DE ZĪ LIÀO	处理搜集来的资料
/X/	priorities	YŌU XIĀN	优先
/ /	really meant	ZHĒN YÌ	真意
/ /	reason	LǏ YÓU	理由
/ /	recording	JÌ LÙ	记录
/ /	relay quickly	XÙN SÙ CHUÁN DÌ	迅速传递
/X/	reliable	KĚ KÀO	可靠
/X/	request	YĀO QIÚ	要求
/X/	requirements	TIÁO JIÀN	条件
/X/	restricted	MÌ	密
/X/	scheme(s), skill	SHǑU DUÀN	手段
/X/	secret	JÍ JĪ MÌ	极机密
/X/	selection	XUǍN ZÉ	选择
/X/	situation changes	QÍNG KUÀNG GǍI BIÀN	情况改变
/X/	sorts	ZHǑNG LÈI	种类
/X/	special units	TÈ BIÉ DĀN WÈI	特别单位
/X/	specific orders	TÈ SHŪ DE MÌNG LÌNG	特殊的命令
/X/	staff	CĀN MÓU	参谋
/X/	suit	SHÌ YÌNG	适应
/X/	supervise	JIĀN DŪ	监督
/X/	systematically collect	YǑU ZǓ ZHĪ DE SŌU JÍ	有组织的搜集
/X/	take place at the same time	TÓNG SHÍ FĀ SHĒNG	同时发生
/X/	the inside contact	NÈI XIÀN	内线
/X/	timely	HÉ SHÍ DE	合时的
/X/	top secret	JUÉ DUÌ JĪ MÌ	绝对机密
/X/	topic	ZHǓ TÍ	主题
/X/	troops	BÙ DUÌ	部队

LPM Vocabulary Indices for TSO No. 11BF1.SF / C.8.02 / CM

Crit	English	Target Language: CHINESE	
[X]	up to date	ZUÌ JÌN DE, ZUÌ XĪN DE	最近的,最新的
[X]	usable	YǑU YÒNG DE	有用的
[ ]	use	YÒNG	用
[X]	user	YÒNG ZHĚ	用者
[X]	verify quickly (swiftly)	XÙN SÙ QUÈ SHÍ	迅速确实
[X]	way(s)	TÚ JÌNG	途径
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TSO Map

TSO 11BF1.SF / C.8.02 / CM

M.01

RECOMMENDED TRAINING SEQUENCE

NA 1 (2) 3 4 5 6 7 8 9 10

SEQUENCE TYPE

- [x] linear
- [ ] hierarchical
- [ ] solitary

PRIMARY DECISION FACTOR

- [x] job criticality
- [ ] dependent relationship
- [ ] independent relationship

REQUIRED SUPPORT MATERIALS

Enabling Objectives: EO Teach C.8/1-4

Functions Catalog: Mandarin Chinese

Rolebooks: Instructor (Mandarin Chinese)

Special Vocabulary: See TSO 11BF1.SF/C.8.02/CM: T.04

Technical Documents: FM 31-21 Special Forces Operational Techniques

DESIRED ENTRY BEHAVIOR

"Able to satisfy routine social demands and limited work requirements. Can handle with confidence but not with facility most social situations including introductions and casual conversations about current events, as well as work, family, and autobiographical information; can handle limited work requirements, needing help in handling any complications or difficulties; can get the gist of most conversations on non-technical subjects (i.e. topics which require no specialized knowledge) and has a speaking vocabulary sufficient to express himself simply with some circumlocutions; accent, through often faulty, is intelligible; can usually handle elementary constructions quite accurately but does not have thorough or confident control of the grammar." Army Regulation 350-20

15

ENABLING OBJECTIVES: Scope and Sequence Chart

Communicative Activity: "TEACHES"

INTRODUCING THE SUBJECT
Gain attention
3.7/5.5.1/6.1.1/6.2/6.3
Motivate
2.6/2.8/3.1.1/3.4/3.10.1/4.1
State learning objectives
1.1/1.2
Provide overview of activities and/or procedures
1.1/1.2/3.7
Explain evaluation
2.8/2.5.1/2.5.2/3.2.1/3.2.2

DEVELOPING THE SUBJECT
Identify/define main points
1.1/1.1/3.10.1
Explain/support main points
1.1/1.2/2.4.1/2.4.2/2.5.1/2.5.2/2.6/2.8/3.10.1/4.1/4.5/4.6

CONCLUDING THE LESSON
Recall main points
1.1/1.2/2.3.1/2.3.2
Recommend courses of action
2.6/2.8/3.10.1/4.1/4.4/4.6/4.7

PROVIDE COMMUNICATIVE GUIDANCE
Encourage questions
6.9
Answer questions
1.1/1.2/2.4.1/2.4.2/2.5.1/2.5.2/2.10.2/2.12.1/2.12.2/2.13/3.1.1/3.1.2/3.6/3.10.1/3.10.2/4.7
Acknowledge emotional attitudes
3.1.1/3.1.2/3.2.1/3.2.2/3.3.1/3.3.2/3.10.1/3.10.2
Provide supportive correction; recommend; caution
3.2.1/4.1/4.2/4.5/4.7

16

TERMINAL SKILL OBJECTIVE

No. 11BF1.SF / C.8.03 / CM

DOCUMENTATION: Interview and survey data, Special Forces 11BF1 MOS holders; Special Forces task analysis data from 10th SFG, Ft. Devens; Field Manual FM 31-21

COMMUNICATIVE TASK

COMPONENTS	
Role	Instructor
Com Act	Teaches
Audience	Group/Individual
Topics	Security/Safeguarding
Purpose	Training security guards

STATEMENT

The student in the role of "INSTRUCTOR" "TEACHES" others in the Chinese language in a face-to-face situation on a group or individual basis the concept of security and safeguarding by describing the importance of security, identifying the three security objectives, and identifying the eight ways guerrilla-force security can be increased for the purpose of training security guards.

CONDITIONS

PREPARATION TIME: 1 hour

PERFORMANCE TIME: 20 min.

Materials/Equipment: Field manual, standard and technical dictionaries, job aids.

Materials/Equipment: blackboard, chalk, prepared charts

REGISTER

Speech	Print
__ techno-jargon	__ technical
__ formal	__ literary
X colloquial	__ informal

MacroSTANDARDS

DESCRIPTION The student will explain the concept of a security guard in the Chinese language to an audience, and correctly answer questions on the topic. He/she will cover all critical topical points, be easily intelligible to the audience, and will employ appropriate vocabulary and functions as identified in T.03 and T.04 in the presentation.

LPM INDICES

Functions	Vocabulary
__ 1.0 Fact Info	X military
__ 2.0 Intell Att	X technical
__ 3.0 Emo Att	__ other ___
__ 4.0 Suasion	
__ 5.0 Soc Rit	
__ 6.0 Man Comm	See T.04

TSO No. 11BF1.SF / C.8.03 / CM

■ TSO

▱ EO

NA 1 2 3 4 5 6 7 8 9 10

T.02

TASK SCENARIO	KEY TERMS Vocabulary Items	FUNCTIONS Major Descriptors	COMMENTS Culture/References/Supplements
We are now going to discuss the topic of			The student will gain attention, motivate trainees, and state the learning objectives according to EO C.8-1.
[1]security guard in a [2]Guerrilla Warfare Operational	[1]JǏNG WÈI 警卫 [2]YÓU JĪ ZHÀN QŪ 游击战区		
Area.			
Why is security important		1.1 identify 1.2 state factual information	
Security is [3]vital to [4]survival. There are three	[3]BÌ YÀO 必要 [4]SHĒNG CÚN 生存		
security [5]objectives:	[5]MÙ BIĀO 目标		
1. Prevent the enemy from knowing what			The student will develop the subject of Security Safeguarding according to the steps in EO C.8-2.
the [6]Guerrilla force is doing, how it is	[6]YÓU JĪ DUÌ 游击队		
[7]structured, and where it is.	[7]YǑU ZǓ ZHĪ DE 有组织的		

TASK SCENARIO	KEY TERMS Vocabulary Items	FUNCTIONS Major Descriptors	COMMENTS Culture/References/Supplements
2. Prevent the enemy from [1]attacking the Guerrilla force.	[1]GŌNG JĪ 攻击		
3. [2]Develop an [3]area command organization.	[2]FĀ ZHǍN 发展 [3]ZHÀN QŪ ZHǏ HUĪ ZǑNG BÙ 战区指挥总部	1.1 identify 1.2 state factual information 4.6 directions/ instructions/ commands 4.5 warnings 2.4.1 possibility 2.4.2 impossibility 2.5.1 capability 2.5.2 incapability 3.10.1 importance	The student must be able to provide simple definitions for each security term, give examples and non-examples, and make comparisons.
The instructor then explains these three objectives at length and goes on to how to make them operational.			
There are eight ways that the security of the Guerrilla force can be [4]increased:	[4]ZĒNG JIĀ 增加		

TSO No. 11BF1.SF / C.8.03 / CM

■ TSO

☐ EO

NA 1 2 3 4 5 6 7 8 9 10

T.02

TASK SCENARIO	KEY TERMS Vocabulary Items	FUNCTIONS Major Descriptors	COMMENTS Culture/References/Supplements
1. [1]Compartmentalization of activities	[1]HUÓ DÒNG DE FĒN LÈI 活动的分类		
2. [2]Dispersion and [3]tactical security	[2]SHŪ SÀN 疏散		
	[3]ZHÀN SHÙ DE JǏNG JIÈ 战术的警戒		
3. [4]Communication security	[4]TŌNG XÙN DE JǏNG JIÈ 通讯的警戒		
4. [5]Mobility of unit	[5]DĀN WÈI DE LIÚ DÒNG XÌNG 单位的流动性		
5. [6]Camouflage, [7]light, and noise discipline	[6]WĚI ZHUĀNG 伪装		
	[7]DĒNG GUĀNG HÉ SHĒNG YĪN DE GUǍN ZHÌ 灯光和声音的管制		
6. [8]Counterintelligence measures	[8]FǍN QÍNG BÀO CUÒ SHĪ 反情报措施		

TSO No. 11BF1.SF / C.8.03 / CM

■ TSO

/ / EO

NA 1 2 3 4 5 6 7 8 9 10

T.02

TASK SCENARIO	KEY TERMS Vocabulary Items	FUNCTIONS Major Descriptors	COMMENTS Culture/References/Supplements
7. [1]Physical security and [2]warning systems	[1]DĀN WÈI BĚN SHĒN JǏNG WÈI 单位本身警卫 [2]JǏNG BÀO XÌ TǑNG 警报系统		
8. [3]Counter-propaganda measures	[3]FǍN XUĀN CHUÁN CUÒ SHĪ 反宣传措施		The student will conclude the lesson in accordance with the steps in EO C.8-3.

55

56

LPM Vocabulary Indices for TSO No. 11BF1.SF / C.8.03 / CM

Crit	English	Target Language: Chinese	
/x/	ambuscade	FÚ JĪ	伏击
/x/	ambush	MÁI FÚ	埋伏
/x/	area commander	ZHÀN QŪ ZHǏ HUĪ GUĀN	战区指挥官
/x/	area command organization	ZHÀN QŪ ZHǏ HUĪ ZǑNG BÙ	战区指挥总部
/x/	area under martial law	JIÈ YÁN DÌ QŪ	戒严地区
/x/	assault force(s)	TŪ JĪ BÙ DUÌ	突击部队
/x/	attack	GŌNG JĪ	攻击
/x/	battalion	DÀI DUÌ	大队
/x/	blackout	DĒNG HUǑ GUǍN ZHÌ	灯火管制
/x/	camouflage	WĚI ZHUĀNG	伪装
/x/	command post	ZHǏ HUĪ BÙ	指挥部
/x/	communication security	TŌNG XÙN DE JǏNG JIÈ	通讯的警戒
/x/	communication team	TŌNG XÌN ZǓ	通信组
/x/	compartmentalization	FĒN LÈI	分类
/x/	compartmentalization of activities	HUÓ DÒNG DE FĒN LÈI	活动的分类
/x/	concealment	YǏN BÌ	隐蔽
/x/	counterintelligence measures	FǍN QÍNG BÀO CUÒ SHĪ	反情报措施
/x/	counterpropaganda measures	FǍN XUĀN CHUÁN CUÒ SHĪ	反宣传措施
/x/	covering force(s), screening force(s)	YǍN HÙ BÙ DUÌ	掩护部队
/x/	demolition squad	BÀO PÒ ZǓ	爆破组
/x/	develop	FĀ ZHǍN	发展
/x/	dispersion	SHŪ SÀN	疏散
/ /	dusk	FÚ XIǍO	拂晓
/ /	exercise (training)	YǍN XÍ	演习
/x/	field	YĚ WÀI	野外
/x/	field exercise	YĚ WÀI YǍN XÍ	野外演习
/x/	field forces	YĚ ZHÀN JŪN	野战军

LPM Vocabulary Indices for TSO No. 11BF1.SF / C.8.03 / CM

Crit	English	Target Language: Chinese	
/X/	guard	WÈI BĪNG	卫兵
/X/	guerrilla forces	YÓU JĪ DUÌ	游击队
/X/	guerrilla warfare	YÓU JĪ ZHÀN	游击战
/X/	guerrilla warfare operational area	YÓU JĪ ZHÀN QŪ	游击战区
/X/	headquarter	SĪ LÌNG BÙ	司令部
/ /	increase	ZĒNG JIĀ	增加
/X/	inner security zone	NÈI JǏNG JIÈ QÙ	内警戒区
/X/	interior guard	NÈI JǏNG WIE	内警卫
/X/	liaison connecting group	LIÁN LÀO ZǓ	连络组
/X/	light and noise discipline	DĒNG GUĀNG HÉ SHĒNG YĪN DE GUǍN ZHÌ	灯光和声音的管制
/X/	march security	XÚN LUÓ JǏNG	巡逻警
/X/	military discipline	JŪN JÌ	军纪
/X/	militia	MÍN BĪNG	民兵
/X/	mobility of unit	DĀN WÈI DE LIÚ DÒNG XÌNG	单位的流动性
/X/	objectives	MÙ BIĀO	目标
/X/	outer security zone	WÀI JǏNG JIÈ QŪ	外警戒区
/X/	out guard	BÙ SHÀO	步哨
/X/	outpost	QIÁN SHÀO	前哨
/X/	partisan	BIÉ DÒNG DUÌ YUÁN CĀN JIĀ YÓU JĪ ZHÀN RÉN MÍN	别动队员参加游击战人民
/X/	physical security	DĀN WÈI BĚN SHĒN JǏNG WÈI	单位本身警卫
/X/	post (guard)	FÀNG SHÀO	放哨
/X/	propaganda war	XUĀN CHUÁN ZHÀN	宣传战
/X/	reconnaissance party	ZHĒN CHÁ ZǓ	侦察组
/X/	reconsignment	SHĒNG DŌNG JĪ XĪ	声东击西
/X/	region	QŪ	区
/X/	rumor monger	SǍN BŌ YÁO YÁN ZHĚ	散播谣言者
/X/	scheme of maneuver	JĪ DÒNG JÌ HUÀ, BĪNG LÌ YÙN YÒNG JÌ HUÀ	基动计划，兵力运用计划

LPM Vocabulary Indices for TSO No. 11BF1.SF / C.8.03 / CM

Crit	English	Target Language: Chinese	
/X/	security guard	JǏNG WÈI	警卫
/X/	security section	JIÈ YÁN QŪ	戒严区
/ /	self-defense team	ZÌ WÈI DUÌ	自卫队
/X/	sentry	SHÀO BĪNG	哨兵
/ /	small unit	XIǍO DUÌ	小队
/X/	squadron	ZHŌNG DUÌ	中队
/ /	storm troop	TÚ JĪ DUÌ	突击队
/X/	structured	YǑU ZǓ ZHĪ DE	有组织的
/X/	subdivision	ZHĪ DUÌ	支队
/ /	survival	SHĒNG CÚN	生存
/X/	tactical security	ZHÀN SHÙ DE JǏNG JEÌ	战术的警戒
/ /	vital	BÌ YÀO	必要
/X/	voluntary army	ZHÌ YUÀN JŪN	志愿军
/X/	warning system	JǏNG BÀO XÌ TǑNG	警报系统
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TSO Map

TSO 11BF1.SF / C.8.03 / CM

RECOMMENDED TRAINING SEQUENCE

NA 1 2 (3) 4 5 6 7 8 9 10

SEQUENCE TYPE

- [x] linear
- [ ] hierarchical
- [ ] solitary

PRIMARY DECISION FACTOR

- [x] job criticality
- [ ] dependent relationship
- [ ] independent relationship

REQUIRED SUPPORT MATERIALS

Enabling Objectives: EO Teach C.8 / 1-4

Functions Catalog: Mandarin Chinese

Rolebooks: Instructor (Mandarin Chinese)

Special Vocabulary: See TSO 11BF1.SF/C.8.03/CM: T.04

Technical Documents: FM 31-21 Special Forces Operational Techniques

DESIRED ENTRY BEHAVIOR

"Able to satisfy routine social demands and limited work requirements. Can handle with confidence but not with facility most social situations including introductions and casual conversations about current events, as well as work, family, and autobiographical information; can handle limited work requirements, needing help in handling any complications or difficulties; can get the gist of most conversations on non-technical subjects (i.e. topics which require no specialized knowledge) and has a speaking vocabulary sufficient to express himself simply with some circumlocutions; accent, through often faulty, is intelligible; can usually handle elementary constructions quite accurately but does not have thorough or confident control of the grammar." Army Regulation 350-20

ENABLING OBJECTIVES: Scope and Sequence Chart

Communicative Activity: "TEACHES"

INTRODUCING THE SUBJECT
Gain attention
3.7/5.5.1/6.1.1/6.2/6.3
Motivate
2.6/2.8/3.1.1/3.4/3.10.1/4.1
State learning objectives
1.1/1.2
Provide overview of activities and/or procedures
1.1/1.2/3.7
Explain evaluation
2.8/2.5.1/2.5.2/3.2.1/3.2.2

DEVELOPING THE SUBJECT
Identify/define main points
1.1/1.1/3.10.1
Explain/support main points
1.1/1.2/2.4.1/2.4.2/2.5.1/2.5.2/2.6/2.8/3.10.1/4.1/4.5/4.6

CONCLUDING THE LESSON
Recall main points
1.1/1.2/2.3.1/2.3.2
Recommend courses of action
2.6/2.8/3.10.1/4.1/4.4/4.6/4.7

PROVIDE COMMUNICATIVE GUIDANCE
Encourage questions
6.9
Answer questions
1.1/1.2/2.4.1/2.4.2/2.5.1/2.5.2/2.10.2/2.12.1/2.12.2/2.13/3.1.1/3.1.2/3.6/3.10.1/3.10.2/4.7
Acknowledge emotional attitudes
3.1.1/3.1.2/3.2.1/3.2.2/3.3.1/3.3.2/3.10.1/3.10.2
Provide supportive correction; recommend; caution
3.2.1/4.1/4.2/4.5/4.7

TERMINAL SKILL OBJECTIVE

No. 11BF1.SF / C.8.04 / CM

DOCUMENTATION: Interview data, Special Forces 11BF1 jobholders; Survey data, Special Forces 11BF1 jobholders; TEC lessons: 935-071-1026-F; Special Forces Task Analysis data, 10th SFG, Ft. Devens; Correspondence subcourse: Infantry Subcourse, 034-3 Basic Intelligence.

COMMUNICATIVE TASK

COMPONENTS	
Role	Instructor
Com Act	Teaches
Audience	Group/Individual
Topics	Collection of Information
Purpose	Train others to collect intelligence information

STATEMENT

The student in the role of "INSTRUCTOR" "TEACHES" others in the Chinese language in a face-to-face situation on a group or individual basis the techniques of information collection by (1) identifying the three types of information, (2) identifying six sources of information available as combat intelligence, (3) identifying three techniques of information collection, and (4) how to collect and report on a given tactical situation for the purpose of training others to collect intelligence information.

CONDITIONS

PREPARATION TIME	PERFORMANCE TIME
2 hours	30 min.
Materials/Equipment: Field manuals, standard dictionary, technical dictionary	Materials/Equipment: Blackboard, chalk, prepared charts, drawings.

REGISTER

Speech	Print
__ techno-jargon	__ technical
__ formal	__ literary
X colloquial	__ informal

62

MacroSTANDARDS

DESCRIPTION The student will explain the techniques of information collection in the Chinese language to an audience and correctly answer questions posed by audience members. His/her presentation will be easily understandable and will use appropriate functions and vocabulary as specified in T.03 and T.04.

LPM INDICES

Functions	Vocabulary
__ 1.0 Fact Info	X military
__ 2.0 Intell Att	X technical
__ 3.0 Emo Att	__ other ___
__ 4.0 Suasion	
__ 5.0 Soc Rit	
__ 6.0 Man Comm	See T.04

63

TSO No. 11BF1.SF / C.8.04 / CM

■ TSO

☐ EO

NA 1 2 3 4 5 6 7 8 9 10

T.02

TASK SCENARIO	KEY TERMS Vocabulary Items	FUNCTIONS Major Descriptors	COMMENTS Culture/References/Supplements
Introduction		5.1 greet 5.5.1 introduce oneself	The students will gain attention, motivate the trainees, and the learning objectives for the "collection of information" according to the steps in EO C.8-1.
Good day. My name is_____. I am your instructor for the [1]collection of intelligence information.	[1]SŌU JÍ QÍNG BÀO 搜集情报		
There are two important things to [2]remember in the collection of information. They are that the information must be [3]thorough and the [4]reporting must be [5]timely. To save time, it is often best if you can report information [6]orally.	[2]JÌ ZHÙ 记住 [3]CHÈ DǏ 彻底 [4]BÀO GÀO 报告 [5]YÌNG SHÍ 应时 [6]KǑU SHÙ 口述	2.3.1 remembering 2.8 obligation 4.6 directions/ instructions/ commands	The student will develop the lesson on collection of information according to the steps in EO C.8-2.

TASK SCENARIO	KEY TERMS Vocabulary Items	FUNCTIONS Major Descriptors	COMMENTS Culture/References/Supplements
If this is not possible, then [1]written notes	[1]BǏ JÌ 笔记		
should be reported. In any case, writing down			
information is a good practice.			
[1]Three Kinds of Information	[2]SĀN ZHǑNG 三种	1.1 identify 1.2 state factual information	
What kind of information are we interested in?			
There are three kinds: [3]Weather, [4]Enemy, and	[3]TIĀN QÌ 天气 [4]DÍ RÉN 敌人		
[5]Terrain.	[5]DÌ SHÌ 地势		
Think of them as [6]Sky, [7]Earth, and [8]Man.	[6]TIĀN 天 [7]DÌ 地 [8]RÉN 人		

TSO No. 11BF1.SF / C.8.04 / CM

■ TSO

□ EO

NA 1 2 3 4 5 6 7 8 9 10

TASK SCENARIO	KEY TERMS Vocabulary Items	FUNCTIONS Major Descriptors	COMMENTS Culture/References/Supplements
[1]Six Sources of Information	LIÙ ZHǑNG LAÍ YUÁN 六种来源		
Where do we get information from? There are six basic sources of information:		1.1 identify 1.2 state factual information	The student must be able to provide simple definitions, give examples and non-examples, and make comparisons as required.
1. [2]Enemy activities	[2]DÍ RÉN XÍNG DÒNG 敌人行动		
2. [3]Captured prisoner of war	[3]ZHÀN FÚ 战俘		
3. [4]Captured enemy document	[4]LUǑ LÁI DÍ FĀNG WÉN JIÀN 掳来敌方文件		
4. [5]Captured enemy materials or equipment	[5]LUǑ LÁI DÍ FĀNG JŪN XIÈ 掳来敌方军械		
5. [6]Local civilians	[6]BĚN DÌ JŪ MÍN 本地居民		
6. [7]Recovered own or allied personnel	[7]JIÙ CHŪ BĚN JŪN HÙO YǑU JŪN RÉN YUÁN 救出本军或友军人员		

TSO No. 11BF1.SF / C.8.04 /

■ TSO

▱ EO

NA 1 2 3 4 5 6 7 8 9 10

TASK SCENARIO	KEY TERMS Vocabulary Items	FUNCTIONS Major Descriptors	COMMENTS Culture/References/Supplements
[1]Three Methods of Collecting Information	[1]SĀN GE BÀN FǍ 三个办法		
How do we get information from the sources?		1.1 identify 1.2 state factual information	
There are in general three methods of doing this:			
1. [2]Observe	[2]GUĀN CHÁ 观察		
2. [3]Question	[3]WÈN HUÀ 问话		
3. [4]Examine	[4]SHĚN CHÁ 审察		
Let's see how we can collect information by using these three methods. First, we can observe the enemy. Then, we can question local civilians.		4.6 directions/ instructions/ commands	

TASK SCENARIO	KEY TERMS Vocabulary Items	FUNCTIONS Major Descriptors	COMMENTS Culture/References/Supplements
And, if we have them, we can examine captured enemy documents.			
Remember, we need to know [1]what, [2]where, and [3]when of the [4]situation.	[1]SHÉN ME 什么 [2]HÉ DÌ 何地 [3]HÉ SHÍ 何时 [4]QÍNG SHÌ 情势	2.3.1 remembering	
Six [5]Key Words in Reporting Information	[5]YÀO DIǍN 要点		
What are the key words to remember when we report information? There are six key words:		1.1 identify 1.2 state factual information 3.10.1 importance	Refer to EO C.8-2.
1. [6]Size-also report [7]what it is	[6]DÀ XIǍO 大小 [7]TĀ SHÌ SHÉN ME 它是什么		
2. [8]Activity-in which [9]direction is the enemy moving	[8]XÍNG DÒNG 行动 [9]FĀNG XIÀNG 方向		

TSO No. 11BF1.SF / C.8.04 /

■ TSO

□ EO

NA 1 2 3 4 5 6 7 8 9 10

TASK SCENARIO	KEY TERMS Vocabulary Items	FUNCTIONS Major Descriptors	COMMENTS Culture/References/Supplements
3. [1]Location-give [2]map coordinates, if possible; also what the terrain is like	[1]FĀNG WEÌ 方位 [2]DÌ TÚ JĪNG WĚI DÙ 地图 经纬度		
4. [3]Unit-[4]identify what it is	[3]DĀN WÈI 单位 [4]ZHǏ MÍNG 指明		
5. [5]Time	[5]SHÍ JIĀN 时间		
6. [6]Equipment-[7]systematically report [8]in detail. [9]For example, when identifying uniforms, go from [11]top to bottom. When describing equipment, go from [11]front to rear.	[6]QÌ XIÈ 器械 [7]YǑU ZǓ ZHĪ DE 有组织的 [8]XIǍO JIÉ 小节 [9]PÌ RÚ 譬如 [10]JŪN ZHUĀNG 军装 [11]DÍNG ZHÌ DǏ 顶至底 [12]MIÁO SHÙ 描述 [13]QIÁN ZHÌ HÒU 前至后		
Do we report information only when something is [14]happening? No; sometimes it is important to report [15]the absence of usual activity. The enemy may be planning for something that we should know about.	[14]FĀ SHĒNG ZHŌNG 发生中 [15]MÉI YǑU PÍNG CHÁNG DE XÍNG DÒNG 没有平常的行动		

74

75

TSO No. 11BF1.SF / C.8.04 / CM

■ TSO

▱ EO

NA 1 2 3 4 5 6 7 8 9 10

T.02

TASK SCENARIO	KEY TERMS Vocabulary Items	FUNCTIONS Major Descriptors	COMMENTS Culture/References/Supplements
(Optional) Now I will show you a picture of some activities. 'Study it carefully, then I will put it away.' You must report the information that you get from the picture.	ZǏ XÌ KÀN KÀN TĀ 仔细看看它 BǍ TĀ NÁ KĀI 把它拿开		The student will ask and answer questions on the information in the picture. The student will use EO C.8-4 PROVIDING COMMUNICATIVE GUIDANCE to perform this activity.

LPM Vocabulary Indices for TSO No. 11BF1.SF / C.8.04 / CM

Crit	English	Target Language: Chinese	
/X/	activity	XÍNG DÒNG	行动
/X/	advantages of people	RÉN HÉ	人和
/X/	advantages of situation	DÌ LÌ	地利
/X/	advantages of time	TIĀN SHÍ	天时
/X/	armed forces	WǓ ZHUĀNG BÙ DUÌ	武装部队
/X/	armed militia	WǓ ZHUĀNG MÍN BĪNG	武装民兵
/X/	captured enemy document	LUǑ LÁI DÍ FĀNG WÉN JIÀN	掳来敌方文件
/X/	captured enemy materials or equipment	LUǑ LÁI DÍ FĀNG JŪN XIÈ	掳来敌方军械
/X/	captured prisoner of war	ZHÀN FÚ	战俘
/X/	clear	QĪNG XĪ	清晰
/X/	collar-badges of rank	LǏNG ZHĀNG	领章
/X/	collection of intelligence information	SŌU JÍ QÍNG BÀO	搜集情报
/X/	completed, having a beginning and an end	YǑU SHǏ YǑU ZHŌNG	有始有终
/X/	decoration	JIǍNG ZHĀNG	奖章
/X/	describing	MIÁO SHÙ	描述
/X/	deserter	TÁO BĪNG	逃兵
/X/	directing team	DŪ DǍO XIǍO ZǓ	督导小组
/X/	direction	FĀNG XIÀNG	方向
/X/	director	ZHÍ DǍO YUÁN	指导员
/X/	distinguish signs	SHÌ BIÉ FÚ HÀO	识别符号
/X/	earth	DÌ	地
/X/	enemy	DÍ RÉN	敌人
/X/	enemy activities	DÍ RÉN XÍNG DÒNG	敌人行动
/X/	enemy armament	DÍ JŪN JŪN BEÌ	敌军军备
/X/	enemy capabilities	DÍ JŪN DÒNG TÀI	敌军动态
/X/	epitomize	ZHĀI YÀO	摘要
/X/	equipment	QÌ XIÈ	器械
/X/	for example	PÌ RÚ	譬如
/X/	front to rear	QIÁN ZHÌ HÒU	前至后

LPM Vocabulary Indices for TSO No. 11BF1.SF / C.8.04 / CM

Crit	English	Target Language: Chinese	
/X/	happening	FĀ SHĒNG ZHŌNG	发生中
/X/	identify	ZHǏ MÍNG	指明
/X/	in detail	XIǍO JÍE	小节
/X/	in progress	JÌN XÍNG ZHŌNG	进行中
/X/	intelligence about the enemy	DÍ QÍNG	敌情
/X/	intelligence estimate	DÍ QÍNG PÀN DUÀN	敌情判断
/X/	interrogate prisoner of war	ZHÀN FÚ SHĚN WÈN	战俘审问
/X/	in time	JÍ SHÍ	及时
/X/	key words	YÀO DIǍN	要点
/ /	local civilians	BĚN DÌ JŪ MÍN	本地居民
/X/	local inhabitants	DĀNG DÌ JŪ MÍN	当地居民
/X/	location	FĀNG WÈI	方位
/X/	man	RÉN	人
/X/	map coordinates	DÌ TÚ JĪNG WĚI DÙ	地图经纬度
/X/	memory	JÌ YÌ LÌ	记忆力
/X/	merit	GŌNG LÁO	功劳
/X/	observe	GUĀN CHÁ	观察
/X/	orally	KǑU SHÙ	口述
/X/	ordinary dress (contrasted with uniform) -	BIÀN ZHUĀNG	便装
/X/	put it away	BǍ TĀ NÁ KĀI	把它拿开
/X/	question	WÈN HUÀ	问话
/X/	recovered own or allied personnel	JIÙ CHŪ BĚN JŪN HUÒ YǑU JŪN RÉN YUÁN	救出本军或友军人员
/X/	remember	JÌ ZHÙ	记住
/X/	reporting	BÀO GÀO	报告
/X/	six sources	LIÙ ZHǑNG LÁI YUÁN	六种来源
/X/	situation	QÍNG SHÌ	情势
/X/	size	DÀ XIǍO	大小
/ /	skulk when going into battle	LÍN ZHÈN TUŌ TÁO	临阵脱逃

LPM Vocabulary Indices for TSO No. 11BF1.SF / C.8.04 / CM

Crit	English	Target Language: Chinese	
/X/	sky	TIĀN	天
/X/	soldiers in pursuit	ZHUĪ BĪNG	追兵
/X/	speedy	KUÀI JIÉ	快捷
/X/	study it carefully	ZǏ XÌ KÀN KÀN TĀ	仔细看看它
/X/	systematically	YǑU ZǓ ZHĪ DE	有组织的
/X/	terrain	DÌ XÍNG, DÌ SHÌ	地形,地势
/X/	the absence of usual activity	MÉI YǑU PÍNG CHÁNG DE XÍNG DÒNG	没有平常的行动
/X/	the collection of intelligence information	SOŪ JÍ QÍNG BÀO	搜集情报
/X/	thorough	CHÈ DǏ	澈底
/X/	three kinds	SĀN ZHǑNG	三种
/X/	three methods	SĀN GE BÀN FǍ	三个办法
/X/	time	SHÍ JIĀN	时间
/X/	timely	YÌNG SHÍ	应时
/X/	top to bottom	DǏNG ZHÌ DǏ	顶至底
/X/	to trace the origins of	ZHUĪ GĒN JIŪ DǏ	追根至底
/X/	understand thoroughly the enemy situation	LIǍO JIĚ DÍ QÍNG	了解敌情
/X/	uniform	JŪN ZHUĀNG	军装
/X/	unit	DĀN WÈI	单位
/X/	verification	QIÚ ZHÈNG	求证
/X/	weather	TIĀN QÌ	天气
/X/	what	HÉ SHÌ	何事
/X/	what it is	TĀ SHÌ SHÉN ME	它是什么
/X/	when	HÉ SHÍ	何时
/X/	where	HÉ DÌ	何地
/X/	written notes	BǏ JÌ	笔记
/X/	which	HÉ WÙ	何物
/X/	who	HÉ RÉN	何人
/ /			
/ /			

TSO Map

TSO 11BF1.SF / C.8.04 / CM

M.01

VIII-46

RECOMMENDED TRAINING SEQUENCE

NA 1 2 3 (4) 5 6 7 8 9 10

SEQUENCE TYPE

- [x] linear
- [ ] hierarchical
- [ ] solitary

PRIMARY DECISION FACTOR

- [x] job criticality
- [ ] dependent relationship
- [ ] independent relationship

REQUIRED SUPPORT MATERIALS

Enabling Objectives: EO Teach C.8/1-4

Functions Catalog: Mandarin Chinese

Rolebooks: Instructor (Mandarin Chinese)

Special Vocabulary: See TSO 11BF1.SF/C.8.04/CM: T.04

Technical Documents: FM 31-21 Special Forces Operational Techniques

DESIRED ENTRY BEHAVIOR

"Able to satisfy routine social demands and limited work requirements. Can handle with confidence but not with facility most social situations including introductions and casual conversations about current events, as well as work, family, and autobiographical information; can handle limited work requirements, needing help in handling any complications or difficulties; can get the gist of most conversations on non-technical subjects (i.e. topics which require no specialized knowledge) and has a speaking vocabulary sufficient to express himself simply with some circumlocutions; accent, through often faulty, is intelligible; can usually handle elementary constructions quite accurately but does not have thorough or confident control of the grammar." Army Regulation 350-20

ENABLING OBJECTIVES: Scope and Sequence Chart

Communicative Activity: "TEACHES"

INTRODUCING THE SUBJECT
Gain attention
3.7/5.5.1/6.1.1/6.2/6.3
Motivate
2.6/2.8/3.1.1/3.4/3.10.1/4.1
State learning objectives
1.1/1.2
Provide overview of activities and/or procedures
1.1/1.2/3.7
Explain evaluation
2.8/2.5.1/2.5.2/3.2.1/3.2.2

DEVELOPING THE SUBJECT
Identify/define main points
1.1/1.1/3.10.1
Explain/support main points
1.1/1.2/2.4.1/2.4.2/2.5.1/2.5.2/2.6/2.8/3.10.1/4.1/4.5/4.6

CONCLUDING THE LESSON
Recall main points
1.1/1.2/2.3.1/2.3.2
Recommend courses of action
2.6/2.8/3.10.1/4.1/4.4/4.6/4.7

PROVIDE COMMUNICATIVE GUIDANCE
Encourage questions
6.9
Answer questions
1.1/1.2/2.4.1/2.4.2/2.5.1/2.5.2/2.10.2/2.12.1/2.12.2/2.13/3.1.1/3.1.2/3.6/3.10.1/3.10.2/4.7
Acknowledge emotional attitudes
3.1.1/3.1.2/3.2.1/3.2.2/3.3.1/3.3.2/3.10.1/3.10.2
Provide supportive correction; recommend; caution
3.2.1/4.1/4.2/4.5/4.7

TERMINAL SKILL OBJECTIVE

No. 11BF1.SF / C.8.05 / CM

DOCUMENTATION: Interview and survey data from Special Forces 11BF1 MOS holders, Special Forces Task Analysis data from 10th SFG, Ft. Devens, FM 31-21, 31-20, and ARTEP 31-101.

COMMUNICATIVE TASK

COMPONENTS		STATEMENT
Role	Instructor	The student in the role of "INSTRUCTOR" "TEACHES" others in the Chinese language in a face-to-face
Com Act	Teaches	situation on a group or individual basis the organization of a Guerilla force by describing:
Audience	Group/Individual	(1) what a Guerrilla force is; (2) Principles of Organization; and (3) factors effecting the size
Topics	Organ. of G Force	of units for the purpose of training staff personnel in operations.
Purpose	Train staff in operations	

CONDITIONS

PREPARATION TIME: 20 hours

PERFORMANCE TIME: 45 min.

Materials/Equipment: Field manuals, technical and standard dictionaries

Materials/Equipment: Blackboard and chalk, prepared charts

REGISTER

Speech	Print
__ techno-jargon	__ technical
__ formal	__ literary
x colloquial	__ informal

83

MacroSTANDARDS

DESCRIPTION The student will explain to an audience in the Chinese language the organization of the guerrilla force and correctly answer questions on the topic. The explanation will be intelligible to the audience and will employ appropriate vocabulary and functions as specified in T.03 and T.04.

LPM INDICES

Functions	Vocabulary
x 1.0 Fact Info	x military
x 2.0 Intell Att	x technical
__ 3.0 Emo Att	__ other ___
x 4.0 Suasion	
__ 5.0 Soc Rit	
__ 6.0 Man Comm	See T.04

84

TSO No. 11BF1.SF / C.8.05 / CM

■ TSO

▱ EO

NA 1 2 3 4 5 6 7 8 9 10

T.02

TASK SCENARIO	KEY TERMS Vocabulary Items	FUNCTIONS Major Descriptors	COMMENTS Culture/References/Supplements
Introduction Good day. My name is_____. I am your instructor for the topic of the Organization of Guerrilla Force. In discussing this topic, it is important to realize that each guerrilla force is different because the [1]circumstances under which each operates are not always the same. What we will be discussing today are the general [2]principles that all [3]guerrilla force	[1]QÍNG KUÀNG 情況 [2]YUÁN ZÉ 原則 [3]YÓU JÍ DUÌ 游击队	5.1 greet 5.5 introduce oneself 3.10.1 importance 3.7 intention 1.1 identify 1.2 state factual information	The student will gain attention, motivate trainees, and state the learning objectives as part of the steps required in EO C.8-1. Overview of activities/procedures/ content, see EO C.8.1.

TSO No. 11BF1.SF / C.8.05 / CM

■ TSO

▱ EO

NA 1 2 3 4 5 6 7 8 9 10

TASK SCENARIO	KEY TERMS Vocabulary Items	FUNCTIONS Major Descriptors	COMMENTS Culture/References/Supplements
[1]organizations should consider.	[1]BIĀN ZǓ 编组		
What is a Guerrilla Force?			
A guerrilla force is usually a small group of	[2]TÈ BIÉ DE 特别的	1.1 identify 1.2 state factual information	Refer to EO C.8-2, PROVIDING EXPLANATION
[2]specially [3]trained personnel whose main activi-	[3]XÙN LIÀN GUÒ DE 训练过的		
	[4]ZHǑNG LÈI 种类		
ties include a wide [4]variety of simple [5]harassment	[5]RǍO LUÀN 扰乱		
	[6]GĒ DUÀN 割断		
techniques, such as [6]cutting of [7]telephone wires,	[7]DIÀN HUÀ XIÀN 电话线		
	[8]WŪ RǍN 污染		
[8]contaminating [9]gasoline and [10]supplies, and	[9]QÌ YÓU 汽油		
	[10]BǓ JÍ PǏN 补给品		
attacking small, [11]remote [12]outposts and other enemy	[11]YÁO YUǍN DE 遥远的		
	[12]QIÁN SHÀO 前哨		
[13]facilities. The important thing is that the	[13]SHÈ BEÌ 设备	3.10.1 importance	

87

88

TASK SCENARIO	KEY TERMS Vocabulary Items	FUNCTIONS Major Descriptors	COMMENTS Culture/References/Supplements
[1]objective in most cases is to [2]disrupt the enemy's [3]activities and [4]effectiveness.	[1]MÙ BIĀO 目标 [2]PÒ HUÀI 破坏 [3]XÍNG DÒNG 行动 [4]XIÀO LÌ 效力		
Principles of Organization			
The one important principle regarding organization of guerrilla force is that it is [5]essential to have [6]simplicity, [7]flexibility, and [8]divisibility. Guerrilla forces are unlike other [9]conventional armed forces units; therefore, they must be organized to [10]fit their operations. Here are	[5]BÌ YÀO 必要 [6]JIǍN DĀN 简单 [7]SHĒN SWŌ XÌNG 伸缩性 [8]KĚ FĒN XÌNG 可分性 [9]QUÀN LÌ DE 惯例的 [10]SHÌ YÌNG 适应	3.10.1 importance 1.1 identify 1.2 state factual information 2.8 obligation	The student must be able to provide simple definitions of technical terms, give examples and non-examples, and make comparisons when required.

TASK SCENARIO	KEY TERMS Vocabulary Items	FUNCTIONS Major Descriptors	COMMENTS Culture/References/Supplements
a number of principles of [1]basic [2]organization:	[1]JĪ BĚN DE 基本的 [2]BIĀN ZǓ 编组	1.1 identify 1.2 state factual information 2.6 need	
1. Each guerrilla unit must be [3]self-contained, since the unit may have to operate on its own for [4]long periods of time.	[3]ZÌ QUÁN DE 自全的 [4]CHÁNG QÍ JIĀN 長期间		
2. The guerrilla unit must have strong [5]fire power and [6]offensive weapons that can do the enemy great [7]damage in a [8]very short time. Guerrilla warfare is	[5]HUǑ LÌ 火力 [6]GŌNG SHÌ WǓ QÌ 攻势武器 [7]SǓN SHĀNG 损伤 [8]HĚN DUǍN SHÍ QÍ 很短时期	1.1 identify 1.2 state factual information 2.6 need	

TASK SCENARIO	KEY TERMS Vocabulary Items	FUNCTIONS Major Descriptors	COMMENTS Culture/References/Supplements
usually conducted in a very quick and			
[1]surprising manner.	[1]JĪNG QÍ DE 惊奇的		
3. The organization must be able to pro-		1.1 identify 1.2 state factual information	
vide [2]heavy-weapons [3]support to indivi-	[2]ZHÒNG WǓ QÌ 重武器 [3]ZHĪ YUÁN 支援	2.6 need	
dual units where needed, while each in-			
dividual unit must have the [4]ability to	[4]NÉNG LÌ 能力		
operate [5]independently. Yet, if	[5]DÚ LÌ DE 独立的		
necessary, the smaller units can be			
[6]merged easily to form larger and more	[6]HÉ BÌNG 合并		

TASK SCENARIO	KEY TERMS Vocabulary Items	FUNCTIONS Major Descriptors	COMMENTS Culture/References/Supplements
powerful units.			
4. Only one or two persons with [1]internal [2]liaison [3]responsibility in any unit should know the [4]locations and activities of other units.	[1]NÈI BÙ DE 内部的 [2]LIÁN LUÒ 连络 [3]ZÉ RÈN 责任 [4]DÌ DIǍN 地点	4.1 suggests	
Factors Affecting the Size of Units			
In considering the organization of the guerrilla force, we should also be [5]aware of the different factors that affect the sizes of guerrilla force units.	[5]ZHĪ DÀO 知道	2.11 awareness	

95

96

TASK SCENARIO	KEY TERMS Vocabulary Items	FUNCTIONS Major Descriptors	COMMENTS Culture/References/Supplements
1. [1]Area. Obviously the [2]size of the location where guerrilla activities are to occur will [3]limit the number of guerrilla that can operate there.	[1]DÌ QŪ 地区 [2]DÀ XIǍO 大小 [3]XIÀN ZHÌ 限制	1.1 identify 1.2 state factual information	
2. [4]Missions. A guerrilla unit should have only the necessary number of personnel in order to [5]complete the mission. Each small unit should not be given more than one or two missions at any one time.	[4]RÈN WÙ 任务 [5]WÁN CHÉNG 完成	4.1 suggests 4.4 advise 4.5 warning	

TASK SCENARIO	KEY TERMS Vocabulary Items	FUNCTIONS Major Descriptors	COMMENTS Culture/References/Supplements
3. [1]Political [2]considerations. The guerrilla force [3]leader should not [4]confuse his political [5]stature with the number of personnel in his unit. It is more important to his political objective if his unit is consistently successful in its operations.	[1]ZHÈNG ZHÌ DE 政治的 [2]KǍO LǙ 考虑. [3]LǏNG XIÙ 领袖 [4]CUÒ RÈN 错认 [5]DÌ WÈI 地位	4.4 advise 3.10.1 importance	
4. [6]Enemy [7]control. The size of the guerrilla force is often determined by the	[6]DÍ RÉN 敌人 [7]KÙNG ZHÌ 控制	1.1 identify 1.2 state factual information	

TASK SCENARIO	KEY TERMS Vocabulary Items	FUNCTIONS Major Descriptors	COMMENTS Culture/References/Supplements
amount of control the enemy has in the area. The stronger the enemy control, the smaller and more effective the guerrilla force unit must be.			
5. Available [1]personnel. Guerrilla force units are made up of [2]volunteers. The organizer of the force must consider the size of the local population in [3]recruiting volunteers. For example,	[1]RÉN YUÁN 人员 [2]ZHÌ YUÀN BĪNG 志愿兵, [3]ZHĒNG BĪNG 征兵,	1.1 identify 1.2 state factual information	

TSO No. 11BF1.SF / C.8.05 / CM

■ TSO

□ EO

NA 1 2 3 4 5 6 7 8 9 10

T.02

TASK SCENARIO	KEY TERMS Vocabulary Items	FUNCTIONS Major Descriptors	COMMENTS Culture/References/Supplements
the enemy will become [1]suspicious if all the able-bodied population members [2]disappear in a very short period to [3]join the guerrilla force.	[1]KĚ YÍ DE 可疑的 [2]SHĪ ZŌNG 失踪 [3]CĒN JIĀ 参加		
6. Supply and support [4]capability. Guerrilla force relies on supply and support: the size of the supply and support will limit the size of the force.	[4]KĚ NÉNG XÍNG 可能行动	1.1 identify 1.2 state factual information	
7. [5]Social custom. It is important to take	[5]FĒNG SÚ 风俗	3.10.1 importance	

103

104

VIII-57

TSO No. 11BF1.SF / C.8.05 / CM

■ TSO

▱ EO

NA 1 2 3 4 5 6 7 8 9 10

T.02

TASK SCENARIO	KEY TERMS Vocabulary Items	FUNCTIONS Major Descriptors	COMMENTS Culture/References/Supplements
the local social customs very [1]seriously	[1]YÁN ZHÒNG DE 严重的	1.1 identify 1.2 state factual information	
when organizing a guerrilla force.			
Such customs can [2]affect a number of the	[2]YǏNG XIǍNG 影响	2.5.1 capability	
guerrilla operations, such as the			
[3]suitability of certain [4]tactics, weapons,	[3]SHÌ HÉ 适合 [4]ZHÀN SHÙ		
and [5]disciplinary principles.	[5]YOU GUI		
In considering the topic of Organization of		2.3.1 remembering 3.10.1 importance	The student will conclude the lesson according to the steps in EO C.8-3.
Guerrilla Force, it is important to remember			
the particular nature of guerrilla warfare			

TSO No. 11BF1.SF / C.8.05 / CM

■ TSO

□ EO

NA 1 2 3 4 5 6 7 8 9 10

T.02

TASK SCENARIO	KEY TERMS Vocabulary Items	FUNCTIONS Major Descriptors	COMMENTS Culture/References/Supplements
operations, the [1]conditions under which such operations are conducted, and the people who are [2]involved in these operations.	[1]QÍNG XÍNG 情形 [2]QIĀN SHÈ 牽涉	1.1 identify 1.2 state factual information	

107

108

LPM Vocabulary Indices for TSO No. 11BF1.SF / C8.05 / CM

Crit	English	Target Language: Chinese	
/X	ability	NÉNG LÌ	能力
/X	activity	XÍNG DÒNG	行动
/X	adapt oneself to circumstances	SUÍ JĪ YÌNG BIÀN	随机应变
/X	advance	KĀI BÁ	开拔
/X	affect	YǏNG XIǍNG	影响
/X	area	DÌ QŪ	地区
/X	Army Medical Corps	YĪ LIÁO DUÌ	医疗队
/X	aware	ZHĪ DÀO	知道
/X	basic	JĪ BĚN DE	基本的
/X	battalion	YÍNG	营
/X	blow up the bridge	PÒ HUÀI QIÁO LIÁNG	破坏桥梁
/X	capability	KĚ NÉNG XÍNG DÒNG	可能行动
/X	casualty	SHĀNG WÁNG	伤亡
/X	circumstance	QÍNG KUÀNG	情况
/X	company	LIÁN	连
/X	complete	WÁN CHÉNG	完成
/X	condition	QÍNG XÍNG	情形
/X	confuse	CUÒ RÈN	错认
/X	conscript	ZHĒNG BĪNG	征兵
/X	consideration	KǍO LǙ	考虑
/X	contaminate water supply	WŪ RǍN SHUǏ YUÁN	污染水源
/X	contaminating	WŪ RǍN	污染
/X	control	KÒNG ZHÌ	控制
/X	conventional	GUÀN LÌ DE	惯例的
/X	cut supplies	DUÀN JUÉ BǓ JÍ	断绝补给
/X	cutting	GĒ DUÀN	割断
/X	damage	SǓN SHĀNG	损伤
/X	destroy the communication	PÒ HUÀI JIĀO TŌNG	破坏交通
/X	disappear	SHĪ ZŌNG	失踪
/X	disciplinary	YǑU GUĪ LǙ	有规律的
/X	disrupt	PÒ HUÀI	破坏

LPM Vocabulary Indices for TSO No. 11BF1.SF / C.8.05 / CM

Crit	English	Target Language: Chinese	
/X	divisibility	KĚ FĒN XÌNG	可分性
/X	effectiveness	XIÀO LÌ	效力
/X	enemy	DÍ RÉN	敌人
/X	essential	BÌ YÀO	必要
/X	facilities	SHÈ BÈI	设备
/X	fire power	HUǑ LÌ	火力
/X	firing line	HUǑ XIÀN	火线
/X	fit	SHÌ YÌNG	适应
/X	flexibility	SHĒN SUŌ XÌNG	伸缩性
/X	front line	QIÁN XIÀN	前线
/X	gasoline	QÌ YÓU	汽油
/X	guerrilla force	YÓU JÍ DUÌ	游击队
/X	harassment	RǍO LUÀN	扰乱
/X	heavy weapons	ZHÒNG WǓ QÌ	重武器
/X	independently	DÚ LÌ DE	独立的
/X	internal	NÈI BÙ DE	内部的
/X	involve	QIĀN SHÈ	牵涉
/X	join	CĒN JIĀ	参加
/X	judicial investigation	KǍO HÉ	考核
/X	leader	LǏNG XIÙ	领袖
/X	liaison	LIÁN LUÒ	连络
/X	limit	XIÀN ZHÌ	限制
/X	location	DÌ DIǍN, WÈI ZHÌ	地点,位置
/X	long periods of time	CHÁNG QÍ JIĀN	长期间
/X	merge	HÉ BÌNG	合并
/X	mission	RÈN WÙ	任务
/X	mutiny	BĪNG BIÀN	兵变
/X	nourish, strengthen	PÉI YǍNG	培养
/X	objective	MÙ BIĀO	目标
/X	offensive weapons	GŌNG SHÌ WǓ QÌ	攻势武器
X	organization	BIĀN ZǓ	编组
X	outpost	QIÁN SHÀO	前哨

LPM Vocabulary Indices for TSO No. 11BF1.SF / C.8.05 / CM

Crit	English	Target Language: Chinese	
/x/	panic	KǑNG HUĀNG	恐慌
/x/	personnel	RÉN YUÁN	人员
/x/	platoon	PÁI	排
/x/	political	ZHÈNG ZHÌ DE	政治的
/x/	principle	YUÁN ZÉ	原则
/x/	provisions, grain for troops	LIÁNG MǏ	粮米
/x/	recruiting	ZHĒNG BĪNG	征兵
/x/	remote	YÁO YUǍN DE	遥远的
/x/	responsibility	ZÉ RÈN	责任
/x/	restless	BÙ DÉ ĀN NÍNG	不得安宁
/x/	run away	TÁO WÁNG	逃亡
/x/	search for	WÙ SÈ	物色
/x/	self-contained	ZÌ QUÁN DE	自全的
/x/	seriously	YÁN ZHÒNG DE	严重的
/x/	set fire	ZÒNG HUǑ	纵火
/x/	short course	DUǍN QÍ XÙN LIÀN	短期训练
/x/	simplicity	JIǍN DĀN	简单
/x/	size	DÀ XIǍO	大小
/x/	social custom	FĒNG SÚ	风俗
/x/	specially	TÈ BIÉ DE	特别的
/x/	squad	BĀN	到王
/x/	standing army	CHÁNG BÈI BĪNG	常备兵
/x/	stature	DÌ WÈI, SHÌ LÌ	地位，势力
/x/	suitability	SHÌ HÉ	适合
/x/	supplies	BǓ JÍ PǏN	补给品
/x/	supply of ammunition	DÀN YÀO BǓ JÍ	弹药补给
/x/	support	ZHĪ YUÁN	支援
/x/	surrender	TÓU XIÁNG	投降
/x/	surprising	JĪNG QÍ DE	惊奇的
/x/	suspicious	KĚ YÍ DE	可疑的
/x/	tactics	ZHÀN SHÙ	战术

LPM Vocabulary Indices for TSO No. 11BF1.SF/ C.8.05 / CM

Crit	English	Target Language: Chinese	
[X]	telephone wires	DIÀN HUÀ XIÀN	电话线
[X]	territorial forces	BǓ CHŌNG BĪNG	补充兵
[X]	the grass and the trees were all troops-- imaginary fears of a routed army	CǍO MÙ JIĒ BĪNG	草木皆兵
[X]	tired	PÍ BÈI	疲惫
[X]	trained	XÙN LIÀN GUÒ DE	训练过的
[X]	training	XÙN LIÀN	训练
[X]	training on specific task(s)	TÈ SHŪ RÈN WÙ XÙN LIÀN	特殊任务训练
[X]	transfer	DIÀO DÒNG	调动
[X]	variety	ZHǑNG LÈI	种类
[ ]	very short time	HĚNDUǍN SHÍ QÍ	很短时期
[X]	volunteer	ZHÌ YUÀN BĪNG	志愿兵
[X]	wounded soldier	SHĀNG BĪ	伤兵
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TSO Map

TSO 11BF1.SF / C.8.05 / CM

M.01

VIII-64

RECOMMENDED TRAINING SEQUENCE

NA 1 2 3 4 (5) 6 7 8 9 10

SEQUENCE TYPE

- [X] linear
- [ ] hierarchical
- [ ] solitary

PRIMARY DECISION FACTOR

- [X] job criticality
- [ ] dependent relationship
- [ ] independent relationship

REQUIRED SUPPORT MATERIALS

Enabling Objectives: EO Teach C.8/1-4

Functions Catalog: Mandarin Chinese

Rolebooks: Instructor (Mandarin Chinese)

Special Vocabulary: See TSO 11BF1.SF/C.8.04/CM: T.04

Technical Documents: FM 31-21 Special Forces Operational Techniques

DESIRED ENTRY BEHAVIOR

"Able to satisfy routine social demands and limited work requirements. Can handle with confidence but not with facility most social situations including introductions and casual conversations about current events, as well as work, family, and autobiographical information; can handle limited work requirements, needing help in handling any complications or difficulties; can get the gist of most conversations on non-technical subjects (i.e. topics which require no specialized knowledge) and has a speaking vocabulary sufficient to express himself simply with some circumlocutions; accent, through often faulty, is intelligible; can usually handle elementary constructions quite accurately but does not have thorough or confident control of the grammar." Army Regulation 350-20

ENABLING OBJECTIVES: Scope and Sequence Chart

Communicative Activity: "TEACHES"

INTRODUCING THE SUBJECT
Gain attention
3.7/5.5.1/6.1.1/6.2/6.3
Motivate
2.6/2.8/3.1.1/3.4/3.10.1/4.1
State learning objectives
1.1/1.2
Provide overview of activities and/or procedures
1.1/1.2/3.7
Explain evaluation
2.8/2.5.1/2.5.2/3.2.1/3.2.2

DEVELOPING THE SUBJECT
Identify/define main points
1.1/1.1/3.10.1
Explain/support main points
1.1/1.2/2.4.1/2.4.2/2.5.1/2.5.2/2.6/2.8/3.10.1/4.1/4.5/4.6

CONCLUDING THE LESSON
Recall main points
1.1/1.2/2.3.1/2.3.2
Recommend courses of action
2.6/2.8/3.10.1/4.1/4.4/4.6/4.7

PROVIDE COMMUNICATIVE GUIDANCE
Encourage questions
6.9
Answer questions
1.1/1.2/2.4.1/2.4.2/2.5.1/2.5.2/2.10.2/2.12.1/2.12.2/2.13/3.1.1/3.1.2/3.6/3.10.1/3.10.2/4.7
Acknowledge emotional attitudes
3.1.1/3.1.2/3.2.1/3.2.2/3.3.1/3.3.2/3.10.1/3.10.2
Provide supportive correction; recommend; caution
3.2.1/4.1/4.2/4.5/4.7

TERMINAL SKILL OBJECTIVE

No. 11BF1.SF / C.8.06 / CM

DOCUMENTATION: Interview and survey data from Special Forces 11BF1 MOS holders, Special Forces Task Analysis Data from 10th SFG, Ft. Devens, and FM 31-20,31-21, FM 21-75, FM 30-5

COMMUNICATIVE TASK

COMPONENTS		STATEMENT
Role	Instructor	The student in the role of "INSTRUCTOR" "TEACHES" others in the Chinese language in a face-to-face
Com Act	Teaches	situation on a group or individual basis the operations of counterintelligence by describing
Audience	Group/Individual	the fundamental steps in denial, detection, and deception for the purpose of training security
Topics	Counterintelligence	specialists
Purpose	Training security specialists	

CONDITIONS

PREPARATION TIME	PERFORMANCE TIME
1 hour	20 min.
Materials/Equipment	Materials/Equipment
Field manuals, standard and technical dictionaries.	Blackboard and chalk, prepared charts

REGISTER

Speech	Print
__ techno-jargon	__ technical
__ formal	__ literary
x colloquial	__ informal

115

MacroSTANDARDS

DESCRIPTION The student will explain the operations of counterintelligence to an audience in the Chinese language, and correctly answer questions posed by the audience. The presentation and answers will be easily intelligible to the audience, and will employ appropriate vocabulary and functions as described in T.03 and T.04.

LPM INDICES

Functions	Vocabulary
x 1.0 Fact Info	x military
x 2.0 Intell Att	x technical
__ 3.0 Emo Att	__ other ___
x 4.0 Suasion	
__ 5.0 Soc Rit	
__ 6.0 Man Comm	See T.04

116

TSO No. 11BF1.SF / C.8.06 / CM

■ TSO

□ EO

NA 1 2 3 4 5 6 7 8 9 10

T.02

VIII-66

TASK SCENARIO	KEY TERMS Vocabulary Items	FUNCTIONS Major Descriptors	COMMENTS Culture/References/Supplements
Introduction Good Day. My name is_____. I am your instructor for[1]counterintelligence.	[1]FǍN QÍNG BÀO CUÒ SHĪ 反情报措施	5.1 greet 5.5.1 introduce oneself	The student will gain attention, motivate, and state the learning objectives as required in EO C.8.1.
There are three[2]categories of counterintelligence[3]measures. These are[4]denial, [5]detection, and[6]deception. The important thing to remember about counterintelligence is that you need to [7]protect your [8]personnel and [9]information from the enemy. Next we will discuss the three cate-	[2]ZHǑNG LÈI 种类 [3]CÈ HUÀ 策划 [4]FǑU DÌNG 否定 [5]ZHĒN CHÁ 侦查 [6]QĪ PIÀN 欺骗 [7]BǍO HÙ 保护 [8]RÉN YUÁN 人员 [9]XIĀO XÍ 消息	1.1 identify 1.2 state factual information 3.10.1 importance 2.3.1 remembering 2.6 need	The student will demonstrate his ability to perform the "teaching" steps in presenting the lesson on counterintelligence according to EO C.8-2.

TASK SCENARIO	KEY TERMS Vocabulary Items	FUNCTIONS Major Descriptors	COMMENTS Culture/References/Supplements
gories [1]in detail.	[1]XIÁNG XÌ DE 详细的		
[2]Denial	[2]FǑU DÌNG 否定		
You must always be [3]on guard to deny the enemy	[3]JǏN SHÈN 谨慎	2.8 obligation	Refer to EO C.8-2.
		1.1 identify	
any [4]opportunity to get any information on your	[4]JĪ HUÌ 机会	1.2 state factual information	
	[5]LIÁN 连		
[5]company's [6]activities or plans. There are [7]a	[6]XÍNG DÒNG 行动		
	[7]YĪ XIĒ 一些		
number of ways you can [8]practice denial. Some	[8]SHÍ XÍNG 实行		
	[9]FĀ ZHǍN DE HĚN HǍO DE 发展得很好的		
of these are [9]well-developed and [10]established.	[10]YǏ JIÀN LÌ DE 已建立的		
For example, if you are [11]guarding some [12]classified	[11]SHǑU WÈI 守卫	4.6 directions/ instructions/ commands	
	[12]BǍO MÌ 保密		
area, you must check every visitor, even if you			

TSO No. 11BF1.SF / C.8.06 / CM

■ TSO

▱ EO

NA 1 2 3 4 5 6 7 8 9 10

T.02

VIII-68

TASK SCENARIO	KEY TERMS Vocabulary Items	FUNCTIONS Major Descriptors	COMMENTS Culture/References/Supplements
know the person, to see that he or she has security clearance. You must [1]demand that all visitors show that they have a "[2]need to know!" They can show this by producing [3]documents stating this need, showing [4]project [5]badges with their [6]photographs on them, or having their names listed in an [7]access [8]roster prepared or given to you by your [9]superior. When you are [10]handling [11]classified documents.	[1]YĀO QÍU 要求 [2]BÌ XŪ ZHĪ DÀO 必需知道 [3]WÉN JIÀN 文件 [4]JÌ HUÀ 计划 [5]HUĪ ZHĀNG 徽章 [6]ZHÀO PIÀN 照片 [7]JÌN RÙ HUÒ SHǏ YÒNG...ZHĪ QUÁN 进入或使用…之权 [8]MÍNG DĀN 名单 [9]SHÀNG SĪ 上司 [10]YÙN YÒNG 运用 [11]BǍO MÌ 保密	2.8 obligation 2.5.1 capability 4.6 directions/ instructions/ commands 4.6 directions/ instructions/ commands	The student must be able to provide simple definitions of each technical term, give examples and non-examples, and make comparisons when required.

TSO No. 11BF1.SF / C.8.06 / CM

■ TSO

▱ EO

NA 1 2 3 4 5 6 7 8 9 10

TASK SCENARIO	KEY TERMS Vocabulary Items	FUNCTIONS Major Descriptors	COMMENTS Culture/References/Supplements
you should use the [1]appropriate [2]cover sheets. There are three types of cover sheets: [3]confidential, [4]secret, and [5]top secret. Use the cover sheets whenever you have documents outside [6]the safe. You must also [7]practice [8]safe-keeping of such [9]documents. If you are on guard duty and find that a safe is opened or [10]unlocked, you should [11]notify your [12]superior [13]immediately and [14]stand guard until [15]relieved.	[1] HÉ SHÈ DE 合适的 [2] FĒNG MIÀN 封面 [3] JĪ MÌ 机密 [4] JÍ JĪ MÌ 极机密 [5] JUÉ DUÌ JĪ MÌ 绝对机密 [6] BǍO XIǍN XIĀNG 保险箱 [7] SHÍ XÍNG 实行 [8] BǍO WÈI 保卫 [9] WÉN JIÀN 文件 [10] KĀI LE SUǑ DE 开了锁的 [11] TŌNG ZHĪ 通知 [12] SHÀNG SĪ 上司 [13] MǍ SHÀNG 马上 [14] SHǑU WÈI 守卫 [15] JIĚ CHÚ RÈN WÙ 解除任务	2.8 obligation 4.6 directions/ instructions/ commands 2.8 obligation 4.6 directions/ instructions/ commands	

123

124

VIII-69

TASK SCENARIO	KEY TERMS Vocabulary Items	FUNCTIONS Major Descriptors	COMMENTS Culture/References/Supplements
When using [1]radio or telephone, remember to use	[1]WÚ XIÀN DIÀN 无线电	2.3.1 remembering	
[2]code words. These words are set and can be	[2]MÌ MǍ DÀI ZÌ 密码代字		
found in the [3]code word book (CEOI).	[3]MÌ MǍ BĚN 密码本	4.6 directions/ instructions commands	
There are also a number of [4]disciplines that	[4]JÌ LÜ 纪律		
	[5]ZŪN SHǑU 遵守		
you should [5]observe when you are [6]in the field.	[6]ZÀI ZHÀN CHǍNG SHÀNG 在战场上	2.8 obligation	
	[7]DĒNG HUǑ JÌ LÜ 灯火纪律		
[7]Light discipline states that you must use [8]red	[8]HÓNG SÈ LÜ JÌNG 红色滤镜	4.6 directions/ instructions/ commands	
filter or [9]torch light and use it under some type	[9]DIÀN TǑNG 电筒		
	[10]CHŌU YĀN 抽烟		
of cover such as a coat. Don't [10]smoke [11]in the	[11]ZÀI KŌNG KUÀNG CHÙ 在空旷处	4.5 warnings	
open. If you have to smoke, use a [12]shelter.	[12]YǍN BÌ WÙ 掩蔽物	4.6 directions/ instructions/ commands	

TSO No. 11BF1.SF / C.8.06 / CM

■ TSO

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NA 1 2 3 4 5 6 7 8 9 10

TASK SCENARIO	KEY TERMS Vocabulary Items	FUNCTIONS Major Descriptors	COMMENTS Culture/References/Supplements
Also, [1]camouflage all [2]shiny surfaces by using [3]non-reflective [4]paint, [5]mud, and other similar [6]material. We will discuss comouflage in more detail when we talk about deception. [7]Litter control discipline says that you should not leave any material behind, no matter how [8]useless it is, so the enemy cannot obtain information or [9]make use of the material. You must [10]bury litter material and [11]salvage [12]weapons (if possible) or	[1]WĚI ZHUĀNG 伪装 [2]FĀ GUĀNG DE BIǍO MIÀN 发光的表面 [3]BÙ FǍN SHÈ DE 不反射的 [4]TÚ LIÀO 涂料 [5]NÍ TǓ 泥土 [6]QÌ CÁI 器材 [7]FÈI WÙ KÒNG ZHÌ JÌ LǙ 废物控制纪律 [8]MÉI YǑU YÒNG DE 没有用的 [9]LÌ YÒNG 利用 [10]MÁI 埋 [11]QIǍNG JIÙ 抢救 [12]WǓ QÌ 武器	4.6 directions/ instructions/ commands 4.6 directions/ instructions/ commands 4.6 directions/ instructions/ commands 2.8 obligation	

127

128

TASK SCENARIO	KEY TERMS Vocabulary Items	FUNCTIONS Major Descriptors	COMMENTS Culture/References/Supplements
[1]destroy them.	[1]FÉN HUǏ 焚毁		
The need for [2]noise discipline is obvious. The enemy may be so near to you that any human or [3]mechanical noise will give your activities and [4]location away. Use [5]hand and arm signals, and try to [6]muffle mechanical noises.	[2]SHĒNG XIǍNG JÌ Lǜ 声响纪律 [3]JĪ XIÈ DE 机械的 [4]WÈI ZHÌ 位置 [5]SHǑU SHÌ 手势 [6]YǍN SĀI 掩塞	1.1 identify 1.2 state factual information 4.6 directions/ instructions/ commands	
[7]Fire discipline: firing your weapon at the wrong time can [8]affect the [9]outcome of your operation. Use [10]proper timing. Remember,	[7]JŪN HUǑ 军火 [8]YǏNG XIǍNG 影响 [9]JIÉ GUǑ 结果 [10]SHÌ DĀNG DE 适当的	4.6 directions/ instructions/ commands	

TASK SCENARIO	KEY TERMS Vocabulary Items	FUNCTIONS Major Descriptors	COMMENTS Culture/References/Supplements
unless you are attacked, don't fire until		4.5 warning	
[1]ordered to.	[1]MÌNG LÌNG 命令		
[2]Detection	[2]ZHĒN CHÁ 侦查		
The enemy is always trying to [3]infiltrate your	[3]SHÈN TÒU 渗透	1.1 identify 1.2 state factual information	Refer to EO C.8-2.
company, so you must be able to detect him.			
That means being able to [4]separate members of	[4]FĒN KĀI 分开		
your own company from those of the enemy. The	[5]KǑU LÌNG 口令		
use of [5]password and [6]challenge is an [7]effective	[6]PÁN WÈN KǑU LÌNG 盘问口令		
way of detection.	[7]YǑU XIÀO DE 有效的		
131			132

TASK SCENARIO	KEY TERMS Vocabulary Items	FUNCTIONS Major Descriptors	COMMENTS Culture/References/Supplements
(Instructor then goes on to talk about the procedures.)			
There are two rules for [1]countersigns. First, challenge must not suggest password. Use words thate are not usually related, so someone who doesn't know the password cannot [2]guess it. Second, if numbers are used, the total must be [3]odd. For example, a challenge of six should demand a five to make up an odd total. This	[1]YÌNG DUÌ ÀN HÀU 应对暗号 [2]CĀI XIǍNG 猜想 [3]DĀN SHÙ 单数	1.1 identify 1.2 state factual information 4.6 directions/ instructions/ commands	

TASK SCENARIO	KEY TERMS Vocabulary Items	FUNCTIONS Major Descriptors	COMMENTS Culture/References/Supplements
way you will never run into the problem of giving a six and receiving the same number to make up an even number of twelve.			
'Deception	'CHĪ PYÀN 欺骗		Refer to EO C.8-2
This category is 'self-explanatory. You must always camouflage your equipment and yourself where you may be observed by the enemy.	'YÌ YÌ MÍNG XIǍN DE 意义明显的	1.1 identify 4.6 directions/ instructions/ commands	
(The instructor then goes on to discuss the different types of camouflage materials suitable for various surfaces.)			The student will explain each main point in accord with the steps in EO C.8-2.

135

136

TSO No. 11BE1.SF / C.8.06 / CM

■ TSO

▱ EO

NA 1 2 3 4 5 6 7 8 9 10

TASK SCENARIO	KEY TERMS Vocabulary Items	FUNCTIONS Major Descriptors	COMMENTS Culture/References/Supplements
In considering counterintelligence, remember that, just like you, the enemy is always trying to collect intelligence information on activities and plans. You must always use counterintelligence measures to deny, detect, and deceive the enemy.	SŌU JÍ 搜集 QÍNG BÀO 情报	3.10.1 remembering 2.8 obligation 4.6 directions/ instructions/ commands	The student will conclude the presentation according to EO C.8-3. Throughout the presentation and during question-answer interruptions the student will respond according to EO C.8-4 PROVIDING COMMUNICATIVE GUIDANCE.

LPM Vocabulary Indices for TSO No. 11BF1.SF / C.8.06 / CM

Crit	English	Target Language: Chinese	
/X/	access	JÌN RÙ HUÒ SHǏ YÒNG...	进入或使用...
		ZHĪ QUÁN	之权
/X/	activity	XÍNG DÒNG	行动
/X/	affect	YǏNG XIǍNG	影响
/X/	aggressor fprces	JIǍ XIǍNG DÍ	假想敌
/X/	appropriate	HÉ SHÌ DE	合适的
/X/	a number of	YĪ XIĒ	一些
/X/	arma and hand signals	SHǑU SHÌ	手势
/X/	arrange	BÙ ZHÌ	布置
/X/	attend immediately	LÌ JÍ CHǓ LǏ	立即处理
/X/	badge	HUĪ ZHĀNG	徽章
/X/	black list	HĒI MÍNG DĀN	黑名单
/X/	bury	MÁI	埋
/X/	camouflage	WĚI ZHUĀNG	伪装
/X/	categories	ZHǑNG LÌ	种类
/X/	challenge	PÉN WÈN KǑU LÌNG	盘问口令
/X/	classify	BǍO MÌ	保密
/X/	code word book	MÌ MǍ BĚN	密码本
/X/	code words	MÌ MǍ DÀI ZÌ	密码代字
/X/	collect	SŌU JÍ	搜集
/X/	company	LIÁN	连
/X/	concealed	QIǍN FÚ	潜伏
/X/	confidential	JĪ MÌ DE	机密的
/X/	counterintelligence	FǍN QÍNG BÀO CUÒ SHĪ	反情报措施
/X/	countersign	YÌNG DUÌ ÀN HÀO	应对暗号
/X/	cover sheet	FĒNG MIÀN	封面
/X/	deception	QĪ PIÀN	欺骗
/X/	demand	YĀO QIÚ	要求
/X/	denial	FǑU DÌNG	否定
/X/	design	SHÈ JÌ	设计
/X/	destroy	FÉN HUǏ	焚毁
/X/	detailed and complete	ZHŌU XIÁNG DE	周详的

LPM Vocabulary Indices for TSO No. 11Bf1.SF / C.8.06 / CM

Crit	English	Target Language: Chinese	
[X]	detection	ZHĒN CHÁ	侦查
[ ]	die to preserve their virtue intact	CHÉNG RÉN QŬ YÌ	成仁取义
[X]	discipline	JÌ LÜ	纪律
[ ]	divulge a secret	XIÈ MÌ	泄密
[X]	document	WÉN JIÀN	文件
[X]	documentary proof	ZHÈNG JIÀN	证件
[X]	effective	YŎU XIÀO DE	有效的
[X]	established	YĬ JIÀN LÌ DE	已建立的
[ ]	fire	JŪN HUŎ	军火
[ ]	flag signal(s)	QÍ YŬ	旗语
[ ]	gesture	SHŎU SHÌ	手势
[ ]	give away	XIÈ LÒU	泄露
[X]	guard duty	SHŎU WÈI RÈN WÙ	守卫任务
[X]	guarding	SHŎU WÈI	守卫
[ ]	guess	CĀI XIĂNG	猜想
[X]	handle	YÙN YÒNG	运用
[X]	immediately	MĂ SHÀNG	马上
[X]	in detail	XIÁNG XÌ DE	详细的
[X]	infiltrate	SHÈN TÒU	渗透
[X]	information	XIĀO XÍ	消息
[X]	intelligence	QÍNG BÀO	情报
[X]	intelligence net	QÍNG BÀO WĂNG	情报网
[X]	in the field	ZÀI ZHÀN CHĂNG SHÀNG	在战场上
[X]	in the open	ZÀI KŌNG KUÀNG CHÙ	在空旷处
[X]	light discipline	DĒN HUŎ JÌ LÜ	灯火纪律
[X]	list of names	MÍNG DĀN	名单
[X]	litter control discipline	FÈI WÙ KÒNG ZHÌ JÌ LÜ	废物控制纪律
[X]	location	WÈI ZHÌ, DÌ DIĂN	位置,地点
[X]	make use of	LÌ YÒNG	利用
[X]	material	QÌ CÁI	器材
[X]	measure	CÈ HUÀ	策划

LPM Vocabulary Indices for TSO No. 11BF1.SF / C.8.06 / CM

Crit	English	Target Language: Chinese	
/X/	mechanical	JĪ XIÈ DE	机械的
/X/	mud	NÍ TǓ	泥土
/X/	muffle	YǍN SĀI	掩塞
/X/	need to know	BÌ XŪ ZHĪ DÀO	必需知道
/X/	noise discipline	SHĒNG XIǍNG JÌ LǙ	声响纪律
/X/	non-reflective	BÙ FǍN SHÈ DE	不反射的
/X/	normal, ordinary	PÍNG FÁN	平凡
/X/	notify	TŌNG ZHĪ	通知
/X/	observe (a discipline)	ZŪN SHǑU	遵守
/X/	obstruct, prohibit	JÌN BÌ	禁闭
/X/	odd	DĀN SHÙ	单数
/X/	on guard	JǏN SHÈN	谨慎
/X/	opportunity	JĪ HUÌ	机会
/X/	order	MÌNG LÌNG	命令
/X/	outcome	JIÉ GUǑ	结果
/X/	paint	TǓ LIÀO	涂料
/X/	pass	CHŪ RÙ ZHÈNG	出入证
/X/	password	KǑU LÌNG	口令
/X/	personnel	RÉN YUÁN	人员
/X/	photograph	ZHÀO PIÀN	照片
/X/	practice	SHÍ XÍNG	实行
/X/	prefer death to disgrace	NÍNG SǏ BÙ QŪ	宁死不屈
/X/	preserve strict secrecy, strictly confidential	YÁN SHǑU BÌ MÌ	严守秘密
/X/	practice	SHÍ XÍNG	实行
/X/	project	JÌ HUÀ	计划
/X/	proper	SHÌ DĀNG DE	适当的
/X/	protect	BǍO HÙ	保护
/X/	radio	WÚ XIÀN DIÀN	无线电
/X/	receiver	SHŌU BÀO JĪ	收报机
/X/	red filter	HÓNG SÈ LǙ JÌNG	红色滤镜
/X/	regular soldier (not a recruit)	ZHĒNG GUĪ JŪN	正规军

LPM Vocabulary Indices for TSO No. 11BF1.SF / C.8.06 / CM

Crit	English	Target Language: Chinese	
/x/	relieve	JIĚ CHÚ RÈN WÙ	解除任务
/x/	restraint	ZHÌ CÁI	制裁
/x/	roster	MÍNG DĀN	名单
/x/	safe (the)	BĂO XIĂN XIĀNG	保险箱
/x/	safekeeping	BĂO WÈI	保卫
/x/	salvage	QIĂNG JIÙ	抢救
/x/	secret	JÍ JĪ MÌ	极机密
/x/	secret code	MÌ MĂ DÀI HÀO	密码代号
/x/	self-explanatory	YÌ YÌ MÍNG XIĂN DE	意义明显的
/x/	separate	FĒN KĀI	分开
/x/	shelter	YĂN BÌ WÙ	掩蔽物
/x/	shiny surface	FĀ GUĀNG DE BIĂO MIÀN	发光的表面
/x/	signal	XÌN HÀO	信号
/x/	signal flag	XÌN HÀO QÌ	信号旗
/x/	signal gun	XÌN HÀO QIĀNG	信号枪
/x/	smoke	CHŌU YĀN	抽烟
/x/	spy	JIĀN DIÉ	间谍
/x/	stand guard	SHŎU WÈI	守卫
/ /	standing	LÌ ZÚ	立足
/x/	strategy	CÈ HUÀ	策划
/x/	superior	SHÀNG SĪ	上司
/x/	surrounding atmosphere	ZHŌU WÉI HUÁN JÌNG	周围环境
/x/	top secret	JUÉ DUÌ JĪ MÌ	绝对机密
/x/	torch light	DIÀN TŎNG	电筒
/x/	traceless	BÙ LIÚ XÍNG JĪ	不留形迹
/x/	transmitter	FĀ BÀO JĪ	发报机
/x/	the trick of carrying tales to both sides so as to separate them and get a victory	FĂN JIĀN JÌ	反间计
/x/	unlock	KĀI LE SUŎ DE	开了锁的
/x/	useless	MÉI YŎU YÒNG DE	没有用的

LPM Vocabulary Indices for TSO No. 11BF1.SF / C.8.06 / CM

Crit	English	Target Language: Chinese	
☒	weapon	WǓ QÌ	武器
☒	well-developed	FĀ ZHǍN DE HĚN HǍO DE	发展的很好的
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TSO Map

TSO 11BF1.SF / C.8.06 / CM

M.01

VIII-82

RECOMMENDED TRAINING SEQUENCE

NA 1 2 3 4 5 (6) 7 8 9 10

SEQUENCE TYPE

- [X] linear
- [ ] hierarchical
- [ ] solitary

PRIMARY DECISION FACTOR

- [X] job criticality
- [ ] dependent relationship
- [ ] independent relationship

REQUIRED SUPPORT MATERIALS

Enabling Objectives: EO Teach C.8 / 1-4

Functions Catalog: Mandarin Chinese

Rolebooks: Instructor (Mandarin Chinese)

Special Vocabulary: See TSO 11BF1.SF/C.8.06/CM: T.04

Technical Documents: FM 31-21 Special Forces Operational Techinques

DESIRED ENTRY BEHAVIOR

"Able to satisfy routine social demands and limited work requirements. Can handle with confidence but not with facility most social situations including introductions and casual conversations about current events, as well as work, family, and autobiographical information; can handle limited work requirements, needing help in handling any complications or difficulties; can get the gist of most conversations on non-technical subjects (i.e. topics which require no specialized knowledge) and has a speaking vocabulary sufficient to express himself simply with some circumlocutions; accent, through often faulty, is intelligible; can usually handle elementary constructions quite accurately but does not have thorough or confident control of the grammar." Army Regulation 350-20

ENABLING OBJECTIVES: Scope and Sequence Chart

Communicative Activity: "TEACHES"

INTRODUCING THE SUBJECT
Gain attention
3.7/5.5.1/6.1.1/6.2/6.3
Motivate
2.6/2.8/3.1.1/3.4/3.10.1/4.1
State learning objectives
1.1/1.2
Provide overview of activities and/or procedures
1.1/1.2/3.7
Explain evaluation
2.8/2.5.1/2.5.2/3.2.1/3.2.2

DEVELOPING THE SUBJECT
Identify/define main points
1.1/1.1/3.10.1
Explain/support main points
1.1/1.2/2.4.1/2.4.2/2.5.1/2.5.2/2.6/2.8/3.10.1/4.1/4.5/4.6

CONCLUDING THE LESSON
Recall main points
1.1/1.2/2.3.1/2.3.2
Recommend courses of action
2.6/2.8/3.10.1/4.1/4.4/4.6/4.7

PROVIDE COMMUNICATIVE GUIDANCE
Encourage questions
6.9
Answer questions
1.1/1.2/2.4.1/2.4.2/2.5.1/2.5.2/2.10.2/2.12.1/2.12.2/2.13/3.1.1/3.1.2/3.6/3.10.1/3.10.2/4.7
Acknowledge emotional attitudes
3.1.1/3.1.2/3.2.1/3.2.2/3.3.1/3.3.2/3.10.1/3.10.2
Provide supportive correction; recommend; caution
3.2.1/4.1/4.2/4.5/4.7

TERMINAL SKILL OBJECTIVE

No. 11BF1.SF / C.7.01 / CM

DOCUMENTATION: The Fundamentals of Map Reading--A self-Instructional Text; Map and Aerial Photograph Reading; Soldier's Manual; TEC lessons: 930-071-0014F, 930-071-0015-F, 930-071-0016-F, 930-071-0017-F, 930-071-0018-F; Interview and survey data, Special Forces 11BF1 MOS holders.

COMMUNICATIVE TASK

COMPONENTS	STATEMENT
Role: Instructor	The student in the role of "INSTRUCTOR" "DEMONSTRATES" to others in the Chinese language in a face-to-face situation on a group or individual basis map reading and compass use by describing map scales, showing how to locate and identify the marginal information on a map, demonstrating how to use the military grid reference system, showing how to identify terrain features, and demonstrating how to use a compass for the purpose of training others to read maps and use a compass.
Com Act: Demonstrates	
Audience: Group/Individual	
Topics: Map Reading & Compass	
Purpose: Train others to read a map & use a compass	

CONDITIONS

PREPARATION TIME: 2 hours

Materials/Equipment: Soldier's manual, lensatic compass, maps, standard and technical dictionaries.

PERFORMANCE TIME: 30 min.

Materials/Equipment: Blackboard, protractor, lensatic compass, maps, paper, pencil, 3 trainees

REGISTER

Speech	Print
__ techno-jargon	__ technical
__ formal	__ literary
x colloquial	__ informal

MacroSTANDARDS

DESCRIPTION The student will explain and demonstrate map reading and compass use to an audience in the Chinese language and correctly answer questions posed by audience members. He/she will supervise and evaluate trainee performance.

LPM INDICES

Functions	Vocabulary
x 1.0 Fact Info	__ military
x 2.0 Intell Att	x technical
__ 3.0 Emo Att	__ other ___
x 4.0 Suasion	
__ 5.0 Soc Rit	
__ 6.0 Man Comm	See T.04

TSO No. 11BF1.SF / C.7.01 / CM

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T.02

TASK SCENARIO	KEY TERMS Vocabulary Items	FUNCTIONS Major Descriptors	COMMENTS Culture/References/Supplements
Good day. My name is _____. I am your instructor for Map Reading and Compass Use. The ability to read, understand, and use a map is a very important professional qualification of every soldier, and should be acquired early in his career. It is vital in any military operation.	DÚ TÚ 读图	5.1 greet 5.5.1 introduce 3.10.1 importance 2.6 need 2.8 obligation	*The communicative activity in TSO approaches the gray area - it's a combination (for the purposes of language training) of "teaching" and "demonstrating." The language is more extensive than simple demonstrating, yet the trainee is shown how to do something. Therefore, this activity was determined to be "DEMONSTRATES" because the student, as an instructor, must supervise and evaluate trainee performance. The student will gain attention, motivate, and state the learning objectives as part of EO C.7-1.
Marginal Information One of the first things you must do in reading a map is to locate and identify the basic marginal information. They are [2]Sheet Name, [3]Sheet Number,	[2]TÚ MÍNG 图名 [3]TÚ HÀO 图号	1.1 identify 1.2 state factual information	

TSO No. 11BF1.SF / C.7.01 / CM

■ TSO

▱ EO

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TASK SCENARIO	KEY TERMS Vocabulary Items	FUNCTIONS Major Descriptors	COMMENTS Culture/References/Supplements
[1]Index to Adjoining Sheets, [2]Special Note, [3]Declination Diagram, [4]Scales, Contour Interval Note, Credit Note, [5]Grid Reference Box, and [6]Legend. The Sheet Name is located at the center of the top margin. You can find the Sheet Number in here, the upper right margin. (The instructor opens the map and shows the student by pointing to the exact location of these 10 terms on the map.)	[1]JIĒ TÚ ZHǏ SHÌ BIĀO 接图指示标 [2]TÈ ZHÙ 特注 [3]PIĀN CHĀ TÚ 偏差图 [4]BǏ LÌ CHǏ 比例尺 [5]FĀNG GÉ JĪ ZHǓN YÍ 方格基准仪 [6]TÚ LÌ 图例	4.6 directions/ instructions/ commands	The student will provide overview of activities and procedures, explain the final evaluation of trainee performance in accord with EO C.7-1.
[7]Topographic Symbols The mapmaker uses symbols to identify mapped features. These symbols are called topographic	[7]DÌ ZHÈNG 地征	1.1 identify 1.2 state factual information	The student will identify all topographic symbols according to C.7-2 (A).

TASK SCENARIO	KEY TERMS Vocabulary Items	FUNCTIONS Major Descriptors	COMMENTS Culture/References/Supplements
symbols. They have distinctive colors. The following map colors are standard:			
[1]Black: [2]Man-made features; for example, road, mine, building.	[1]HĒI SÈ 黑色 [2]RÉN ZÀO DI 人造的		
[3]Red: Classification of man-made features, such as roads and built-up areas, as to use or type.	[3]HÓNG SÈ 红色		
[4]Blue: [5]Drainage; for example, stream, river, lake, swamp.	[4]LÁN SÈ 蓝色 [5]PÁI SHUǏ 排水		
[6]Green: Vegetation, such as orchard, grassland, woods.	[6]LÙ SÈ 绿色		

TSO No. 11BF1.SF / C.7.01 / CM

TSO

EO

NA 1 2 3 4 5 6 7 8 9 10

TASK SCENARIO	KEY TERMS Vocabulary Items	FUNCTIONS Major Descriptors	COMMENTS Culture/References/Supplements
[1]Brown: [2]Elevation and [3]relief, as [4]contour lines, [5]hachures.	[1]ZŌNG SÈ 棕色 [2]GĀO CHÉNG 高程 [3]QǏ FÚ DÌ XÍNG 起伏地形		
[6]Map Scales If we located one point on our map and then another nearby, our first thought might be: What is the distance between these points? In the military, we are interested in two kinds of distances: [7]Straight Line Distance and [8]Road Distance. We find the mapmaker has provided us with an aid to determine distance. Located in the margin of our map is a [9]Graphic (or Bar) Scale. To use the graphic scale, you must first	[4]DĚNG GĀO XIÀN 等高线 [5]YǏNG XIÀN 影线 [6]TÚ SHÀNG BǏ LÌ 图上比例 [7]ZHÍ XIÀN JÙ 直线距 [8]JIĀO TŌNG YÙN DÒNG JÙ LÍ 交通运动距离 [9]TÚ YÒNG BǏ LÌ CHǏ 图用比例尺	4.6 directions/ instructions/ commands 1.2 state factual information 1.1 identify 4.6 directions/ instructions/ commands	The student will identify and define map scales according to EO C.7-2.

TASK SCENARIO	KEY TERMS Vocabulary Items	FUNCTIONS Major Descriptors	COMMENTS Culture/References/Supplements
understand Map Scale. Map scale is the fixed relationship between map distance and corresponding ground distance. The scale is expressed as a Representative Fraction. $RF = \frac{MD\ (Map\ Distance)}{GD\ (Ground\ Distance)}$ The Representative Fraction appears in the margin of the map as $\frac{1}{50,000}$ or 1:50,000. This means that 1 unit of measure on the map represents 50,000 of the same units of measure on the ground. There is also a graphic scale printed in the margin as a special ruler to measure ground distance on that map. Normally, military maps have three		1.2 state factual information 4.6 directions/ instructions/ commands 1.1 identify 1.2 state factual information	The student must be able to provide simple definitions of map-reading terminology, give examples and non-examples, and make comparisons when required.

TASK SCENARIO	KEY TERMS Vocabulary Items	FUNCTIONS Major Descriptors	COMMENTS Culture/References/Supplements
graphic scales expressed in [1]miles, [2]meters, and [3]yards. The graphic scale is simple to use. But, because of its simplicity, many students make two common errors. Take out your map. Note that the graphic scales are in two parts. To the right of zero is the Primary Scale. To the left of zero is the [4]Extension Scale. The primary scale is divided into a standard unit of measure; i.e., 1 mile, 1,000 meters, 1,000 yards, 1 [5]nautical mile. The extension scale is divided into tenths of the standard unit of measure; i.e., 1/10 mile, 100 meters, 100 yards, 1/10 nautical mile. The	[1] YĪNG LǏ 英哩 [2] GŌNG CHǏ 公尺. [3] MǍ 码 [4] YÁN SHĒN BǏ LÌ CHǏ 延伸比例尺 [5] HǍI LǏ 海哩	1.1 identify 1.2 state factual information 4.6 directions/ instructions/ commands	

158

159

TASK SCENARIO	KEY TERMS Vocabulary Items	FUNCTIONS Major Descriptors	COMMENTS Culture/References/Supplements
first common error made by a student is that when he takes his measurement, he forgets that the zero mark is within the body of the scale and he will measure from either end of the scale. The other common error is that the student will attempt to measure meters on the yard scale, or vice versa. Remember, start your measurement from the zero mark, and be sure to use the correct scale. Now, let us see how we would use the graphic scale to measure straight-line ground distance. First, we take a straight edge (it could be a piece of paper) and place it on our	'ZHÍ CHǏ 直尺	1.2 state factual information 4.5 warnings 4.6 directions/ instructions/ commands	The student will model map scales computation, issue warnings about the two common errors, and describe the procedures to be demonstrated according to EO C.7-3.

TSO No. 11BF1.SF / C.7.01 / CM

TSO

EO

NA 1 2 3 4 5 6 7 8 9 10

TASK SCENARIO	KEY TERMS Vocabulary Items	FUNCTIONS Major Descriptors	COMMENTS Culture/References/Supplements
map so that one corner is at the [1]center of mass of one of our points of interest. Make sure that the straight edge passes through the center of mass of our other point of interest. We now place a [2]tick mark on our straight edge opposite the center of mass. Then we transfer the straight edge to the [3]Meter Scale and place the left corner of our straight edge at the zero mark. Then, we read to the right. If our measurement extends beyond 2,000 meters, we would simply slide the amount of the extension to the left into the extension scale and count over from zero.	[1]ZHŌNG DIǍN 中点 [2]BIĀO JÌ 标记 [3]GŌNG CHǏ ZHÌ 公尺制	4.6 directions/ instructions/ commands	

162

163

TSO No. 11BF1.SF / C.7.01 / CM

■ TSO

▱ EO

NA 1 2 3 4 5 6 7 8 9 10

T.02

TASK SCENARIO	KEY TERMS Vocabulary Items	FUNCTIONS Major Descriptors	COMMENTS Culture/References/Supplements
To measure Road Distance, you must first decide on which side of the road to take your measurement. (The instructor explains how to measure road distance.)		4.6 directions/ instructions/ commands	
Elevation and Relief			The student will provide explanation of Elevation and Relief in accord with EO C.7-2.
Elevation is the height or the vertical distance of the terrain or an object on the terrain above or below [1]mean sea level expressed in either feet or meters. [2]Relief is the variation in the height and shape of the earth's surface; that is, the ups and downs of the ground. Elevation and relief may be indicated on a map by hachures. [3]layer	[1] PÍNG JŪN HǍI PÍNG MIÀN 平均海平面 [2] QǏ FÚ DÌ XÍNG 起伏地形 [3] FĒN CÉNG SHÀNG SÈ 分层上色	1.1 identify 1.2 state factual information	

TASK SCENARIO	KEY TERMS Vocabulary Items	FUNCTIONS Major Descriptors	COMMENTS Culture/References/Supplements
tinting, or [1]contour lines. Contour lines are used primarily on large scale and medium scale maps. Contour lines are imaginary lines on the ground connecting points of equal elevation. On a map they are actual lines usually shown in brown, black, or gray. The [2]contour interval, which is the vertical distance between contour lines, is stated in the marginal information. Normally, every fifth contour line is printed more heavily than the others and is indexed showing the height above or below mean sea level. This line is known as the [3]Index Contour Line. If	[1] DĚNG GĀO XIÀN 等高线 [2] DĚNG GĀO XIÀN JIĀN JÙ 等高线间距 [3] TÈ DÌNG DĚNG GĀO XIÀN 特定等高线	1.1 identify 1.2 state factual information 1.1 identify 1.2 state factual information 1.1 identify 1.2 state factual information	

166

167

TASK SCENARIO	KEY TERMS Vocabulary Items	FUNCTIONS Major Descriptors	COMMENTS Culture/References/Supplements
the contour lines close together, it indicates a [1]steep [2]slope. On the other hand, if contour lines stay far apart, it indicates a gentle slope. On uniform slopes, contour lines are evenly spaced. On [3]irregular slopes, they are unevenly spaced. Movement [4]parallel to contour lines is relatively level. Movement across contour lines is up or down slope. Occasionally, the contour interval is too large to show significant topographic formations. When this occurs, broken contour lines called [5]supplementary contour lines are added at one-half the contour	[1]XIǍN JÙN DE 险峻的 [2]XIÉ PŌ 斜坡 [3]CĒN CĪ BÙ QÍ DE XIÉ PŌ 参差不齐的斜坡 [4]PÍNG XÍNG 平行 [5]BǓ ZHÙ DĚNG GĀO XIÀN 补助等高线	1.1 identify 1.2 state factual information 1.1 identify 1.2 state factual information 1.1 identify 1.2 state factual information	

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interval. Contour lines forming a depression contain tick marks pointing toward the bottom of the depression. All terrain may be classified into one of the following five basic 1DÌ XÍNG 地形 terrain features:		1.1 identify 1.2 state factual information	Refer to EO C.7-2.
1. 2Hilltop: When you are located on a hilltop, the ground slopes down in all directions.	2SHĀN DǏNG 山頂		
2. 3Ridge: When you are located on a ridge, the ground slopes down in three directions and up in one direction.	3JÍ 脊		
3. 4Valley: When you are located in a valley, the ground slopes up in three directions and down	4SHĀN GǓ 山谷		

TASK SCENARIO	KEY TERMS Vocabulary Items	FUNCTIONS Major Descriptors	COMMENTS Culture/References/Supplements
in one direction.			
4. [1]Saddle: When you are located in a saddle, there is higher ground in two opposing directions and lower ground in two opposing directions.	[1]ĀN 鞍		
5. [2]Depression: When you are located in a depression, there is higher ground in all directions.	[2]ĀO DÌ 凹地	1.1 identify 1.2 state factual information	
Military Grid Reference System The military grid reference system is a network of 100,000 meter squares superimposed on a [3]UTM Grid Zone segment. Remember, the squares are 100,000 meters on each side. The 100,000 meter	[3]GUÓ JÌ TŌNG YÒNG MÀI KUÍ TÈ ZUÒ BIĀO JÌ TǑNG 国际通用麦揆特座标系统	1.1 identify 1.2 state factual information	Refer to the steps in EO C.7-1.

TASK SCENARIO	KEY TERMS Vocabulary Items	FUNCTIONS Major Descriptors	COMMENTS Culture/References/Supplements
squares are further subdivided into 1,000 meter squares formed by North-South parallel lines and East-West parallel lines. Note also that each North-South grid line increases in value from west to east, and that each East-West grid line increases in value from south to north. This gives us one of our [1]cardinal rules in map reading: Whenever you read a [2]coordinate, you always read first RIGHT, then UP. Our coordinate is always an EVEN set of digits, and it is written as a continuous series of digits without any punctuation. Remember, the first half of a coor-	[1] JĪ BĚN YUÁN ZÉ 基本原则 [2] CÈ LIÁNG JĪ ZHǓN ZUÒ BIĀO 测量基准座标	4.6 directions/ instructions/ commands 1.2 state factual information 4.6 directions/ instructions/ commands 3.10.1 remembering	

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dinate represents the right reading and the second half, the up reading. For example... (The instructor demonstrates how to determine the [1] grid coordinates of a point on a military map using the Military Grid Reference System by using illustrations and/or maps.)	[1] WǍNG GÉ ZUÒ BIĀO 网格座标	1.1 identify 1.2 state factual information 4.6 directions/ instructions/ commands	*The demonstration by the student will be in accord with EO C.7-3.
[2] Lensatic Compass This is a lensatic compass. It consists of a case in which a magnetized dial is mounted on a pivot in such a manner that it can rotate freely when the compass is held level. On the dial, there are luminous figures. They are an arrow	[2] YÈ GUĀNG ZHǏ NÁN ZHĒN 夜光指南针	1.1 identify 1.2 state factual information	Refer to EO C.7-2.

TASK SCENARIO	KEY TERMS Vocabulary Items	FUNCTIONS Major Descriptors	COMMENTS Culture/References/Supplements
and the letters E and W. The arrow always points to [1]magnetic north and the letters fall at East (E) 90° and West (W) 270°. Also, there are two scales on the dial. The outer scale is in mils and the inner scale is in degrees. This is the sighting wire, and this is the [2]sighting slot. (The instructor demonstrates by showing.) There are two things you have to remember when you use a compass. First, keep away from metal objects and high tension wires. Second, keep compass closed when it is not in use. This is how you hold a [3]compass when using it. It is called the	[1] CÍ BĚI 磁北	1.1 identify 1.2 state factual information	
	[2] KUÍ SHÌ KǑNG 窺視孔	4.6 directions/ instructions/ commands	Refer to EO C.7-3.
		3.10.1 remembering	
	[3] LUÓ PÁN 羅盤	4.6 directions/ instructions/ commands	

178

179

TSO No. 11BF1.SF / C.7.01 / CM

■ TSO

/ EO

NA 1 2 3 4 5 6 7 8 9 10

TASK SCENARIO	KEY TERMS Vocabulary Items	FUNCTIONS Major Descriptors	COMMENTS Culture/References/Supplements
center-hold technique. (The instructor demonstrates the center-hold technique.)			
To measure an azimuth, simply turn your entire body toward the object, pointing the compass cover directly at the object. Once you are pointing at the object, just look down and read the azimuth from beneath the fixed black index line.	'FĀNG WÈI 方位	4.6 directions/ instructions/ commands	Following the demonstration or demonstrations, the student will show his ability to supervise trainee performance in accord with EO C.7-5. Following supervision of trainee performance, the student will demonstrate his ability to provide evaluation and evaluation feedback to trainees in accord with EO C.7-5.

LPM Vocabulary Indices for TSO No. 11BF1.SF / C.7.01 / CM

Crit	English	Target Language: Chinese	
/x/	apex	ZUÌ GĀO DIǍN	最高点
/x/	azimuth	FĀNG WÈI	方位
/x/	back azimuth	FǍN FĀNG WÈI JIǍO	反方位角
/x/	bar scale	TÚ BIǍO BǏ LÌ	图表比例
/x/	base line	JĪ XIÀN	基线
/ /	black	HĒI SÈ	黑色
/ /	blue	LÁN SÈ	蓝色
/ /	brown	ZŌNG SÈ	棕色
/x/	cardinal	JĪ SHÙ	基数
/x/	cardinal rules	JĪ BĚN YUÁN ZÉ	基本原则
/x/	center of mass	ZHŌNG DIǍN, ZHÍ XĪN	中点, 质心
/x/	compass	LUÓ PÁN	罗盘
/x/	contour interval	DĚNG GĀO XIÀN JIAN JÙ	等高线间距
/x/	contour lines	DĚNG GĀO XIÀN	等高线
/x/	contour map	DĚNG GĀO XIÀN TÚ	等高线图
/x/	coordinates	CÈ LIANG JĪ ZHǓN ZUÒ BIĀO	测量基准座标
/x/	coordinate point	ZUÒ BIĀO ZHÓU JIĀO DIǍN	座标轴交点
/x/	dead reckoning	CHUÁN WÈI ZHÌ JIǍN DĀN TUĪ CÈ FǍ	船位置简单推测法
/x/	declination	PIĀN JIǍO, PIĀN CHĀ	偏角, 偏差
/x/	declination diagram	PIĀN CHĀ TÚ	偏差图
/x/	degree	DÙ	度
/x/	depression	ĀO DÌ	凹地
/x/	diagram	TÚ BIǍO	图表
/x/	direction	FĀNG XIÀNG	方向
/x/	distance	JÙ LÍ	距离
/x/	drainage	PÁI SHUǏ	排水
/x/	elevation	GĀO CHÉNG	高程
/x/	extension scale	YÁN SHĒN BǏ LÌ CHǏ	延伸比例尺
/x/	eyepiece	JIĒ MÙ JÌNG	接目镜
/ /	feature	TÈ ZHĒNG	特征
/ /	feet	CHǏ	呎

LPM Vocabulary Indices for TSO No. 11BF1.SF / C.7.01 / CM

Crit	English	Target Language: Chinese	
/X/	fraction	FĒN SHÙ	分数
/X/	geographical features	DÌ SHÌ	地势
/X/	graphic scale	TÚ YÒNG BǏ LÌ CHǏ	图用比例尺
/_/	green	LÙ SÈ	绿色
/X/	grid coordinates	WǍNG GÉ ZUÒ BIĀO	网格座标
/X/	grid lines	FĀNG GÉ XIÀN	方格线
/X/	grid-magnetic angle (G-M angle)	CÍ BĚI PIĀN JIǍO	磁北偏角
/X/	grid north	FĀNG GÉ BĚI	方格北
/X/	grid reference box	FĀNG GÉ JĪ ZHǓN YÍ	方格基准仪
/X/	grid reference system	FĀNG GÉ JĪ ZHǓN XÌ TǑNG	方格基准系统
/X/	grid squares	ZUÒ BIĀO FĀNG GÉ	座标方格
/_/	ground	DÌ MIÀN	地面
/X/	ground distance	DÌ MIÀN JÙ LÍ	地面距离
/X/	hachures	YǏNG XIÀN	影线
/X/	hill top	SHĀN DǏNG	山顶
/X/	index	SUǑ YǏN, ZHǏ BIĀO	索引，指标
/X/	index contour line	TÈ DÌNG DĚNG GĀO XIÀN	特定等高线
/X/	index to adjoining sheets	JIĒ TÚ ZHǏ SHÌ BIĀO	接图指示标
/_/	intermediate contour line	DĚNG GĀO ZHŌNG XIÀN	等高中线
/X/	intersection	JIĀO CHO DIAN	交义点
/X/	interval	JIĀN GÉ	间隔
/X/	irregular slope	CĒN CĪ BÙ QÍ DE XIÉ PŌ	参差不齐的斜坡
/X/	land navigation	DÀ DÌ HÁNG CÈ	大地航测
/X/	latitude	WĚI DÙ	纬度
/X/	layer tinting	FĒN CÉNG SHÀNG SÈ	分层上色
/X/	legend	TÚ LÌ	图例
/X/	lensatic compass	YÈ GUĀNG ZHǏ NÁN ZHĒN	夜光指南针
/_/	level	SHUǏ PÍNG MIÀN	水平面
/X/	longitude	JĪNG DÙ	经度

LPM Vocabulary Indices for TSO No. 11BF1.SF / C.7.01 / CM

Crit	English	Target Language: Chinese	
[X]	magnetic azimuth	CÍ FĀNG WÈI JIǍO	磁方位角
[X]	magnetic north	CÍ BĚI	磁北
[ ]	man-made	RÉN ZÀO DE	人造的
[X]	map distance	TÚ SHÀNG JÙ	图上距
[X]	map reading	DÚ TÚ	读图
[X]	map scale	TÚ SHÀNG BǏ LÌ	图上比例
[X]	mean sea level	PÍNG JŪN HǍI PÍNG MIÀN	平均海平面
[X]	meridan	ZǏ WǓ XIÀN	子午线
[ ]	meter	GŌNG CHǏ	公尺
[X]	meter scale	GŌNG CHǏ ZHÌ	公尺制
[ ]	mile	YĪNG LǏ	英哩
[X]	modified recton	GǍI LIÁNG FǍN YÌNG XÌ SHÙ	改良反应係数
[X]	mosaic	XIÁNG TÚ	詳图
[ ]	natural	TIĀN RÁN DE	天然的
[X]	nautical mile	HǍI LǏ	海哩
[X]	oblique	XIÉ DE	斜的
[X]	orienting the map	DÌ TÚ DÌNG WÈI	地图定位
[X]	parallel	PÍNG XÍNG	平行
[X]	photomap	ZHÀO XIÀNG DÌ TÚ	照相地图
[X]	protractor	LIÁNG JIǍO QÌ, FĒN DÙ GUĪ	量角器, 分度规
[ ]	red	HÓNG SÈ	红色
[X]	relief	QǏ FÚ DÌ XÍNG	起伏地形
[X]	relief map	LÌ TǏ TÚ	立体图
[X]	resection	HÒU FĀNG JIĀO HUÌ FǍ	后方交会法
[X]	ridge	JǏ	脊
[ ]	road distance	JIĀO TŌNG YÙN DÒNG JÙ LÍ	交通运动距离
[X]	saddle	ĀN	鞍
[X]	scale	BǏ LÌ CHǏ	比例尺
[X]	sea level	HǍI PÍNG MIÀN	海平面
[X]	sheet	TÚ YÈ	图页
[X]	sheet name	TÚ MÍNG	图名
[X]	sheet number	TÚ HÀO	图号

LPM Vocabulary Indices for TSO No. 11BF1.SF / C.7.01 / CM

Crit	English	Target Language: Chinese	
/x/	sighting slot	KUĪ SHÌ KǑNG	窥视孔
/x/	slope	XIÉ PŌ	斜坡
/x/	special note	TÈ ZHÙ	特注
/x/	spot elevation	DÌNG DIǍN BIĀO GĀO	定点标高
/x/	steep	XIǍN JÙN DE	险峻的
/x/	straight edge	ZHÍ CHǏ, GUĪ BǍN	直尺, 规板
/x/	straight line distance	ZHÍ XIÀN JÙ	直线距
/x/	supplementary contour line	BǓ ZHÙ DĚNG GĀO XIÀN	补助等高线
/x/	terminus	ZHŌNG DIǍN, JIÈ BIĀO	终点, 界标
/x/	terrain features	DÌ XÍNG	地形
/x/	tick mark	BIĀO JÌ	标记
/x/	topographical symbol	DÌ ZHĒNG	地征
/x/	topography	DÌ XÍNG XUÉ	地形学
/x/	transverse	HÉNG DUÀN	横断
/x/	trapezoid	TĪ XÍNG DE	梯形的
/x/	true north	ZHĒN BĚI	真北
/x/	uniform	YĪ ZHÌ	一致
/x/	UTM (Universal Transverse Mercator Grid System)	GUÓ JÌ TŌNG YÒNG MÀI KUÍ TÈ ZUǑ BIĀO XÌ TǑNG	国际通用麦 卡特座标系统
/x/	valley	SHĀN GǓ	山谷
/x/	vertical	CHUÍ ZHÍ DE	垂直的
/x/	yard	MǍ	码
/ /			
/ /			
/ /			
/ /			
/ /			
/ /			
/ /			
/ /			

TSO Map

TSO 11BF1.SF / C.7.01 / CM

M.01

RECOMMENDED TRAINING SEQUENCE

(NA) 1 2 3 4 5 6 7 8 9 10

SEQUENCE TYPE

- [ ] linear
- [ ] hierarchical
- [X] solitary

PRIMARY DECISION FACTOR

- [ ] job criticality
- [ ] dependent relationship
- [X] independent relationship

REQUIRED SUPPORT MATERIALS

Enabling Objectives: EO Demonstrate C.7 / 1-6

Functions Catalog: Chinese(Mandarin)

Rolebooks: Instructor (Chinese)

Special Vocabulary: See TSO 11BF1.SF/C.7.01/CM: T.04

Technical Documents: FM 31-21 Special Forces Operational Techniques

DESIRED ENTRY BEHAVIOR

"Able to satisfy routine social demands and limited work requirements. Can handle with confidence but not with facility most social situations including introductions and casual conversations about current events, as well as work, family, and autobiographical information; can handle limited work requirements, needing help in handling any complications or difficulties; can get the gist of most conversations on non-technical subjects (i.e. topics which require no specialized knowledge) and has a speaking vocabulary sufficient to express himself simply with some circumlocutions; accent, through often faulty, is intelligible; can usually handle elementary constructions quite accurately but does not have thorough or confident control of the grammar." Army Regulation 350-20

186

ENABLING OBJECTIVES: Scope and Sequence Chart

Communicative Activity: "DEMONSTRATES"

INTRODUCING THE DEMONSTRATION
Gain attention
3.7/5.5.1/6.1.1/6.2/6.3
Motivate
2.6/2.8/3.10.1/4.1
State learning objectives
1.1/1.2
Provide overview of activities and/or procedures
1.1/1.2/3.7/6.2
Explain evaluation
2.5.1/2.5.2/2.8/3.10.1

PROVIDING EXPLANATION
Issue warnings and cautions
4.5/2.4.1
Identify parts and label them
1.1/1.2
Identify steps in a procedure
1.1/1.2/4.6/6.2

DEMONSTRATING
Make comments on modeled actions
2.3.1/2.3.2/2.4.1/2.4.2/2.6/3.10.1/4.5/4.6
Make comments on procedures
2.3.1/2.3.2/ 2.4.1/2.4.2/2.6 3.10.1/4.5/4.6

SUPERVISING STUDENT PERFORMANCE
Answer questions
1.1/1.2/4.6/4.4/4.7
Acknowledge emotional attitudes
3.1.1/3.1.2/3.3.1/3.3.2/3.10.1/3.10.2
Provide supportive correction
3.2.1/4.1/4.4/4.7

EVALUATING PERFORMANCE
Ask questions
1.3/2.5.1/2.11
Express approval/disapproval
3.9.1/3.9.2
Provide assessment
1.1/1.2/3.2.1/3.2.2/4.7

PROVIDING GUIDANCE
Encourage questions
6.9
Answer questions
1.1/1.2/2.4.1/2.4.2/2.5.1/2.5.2/2.12.1/2.12.2/2.13/3.10.1/3.10.2
Acknowledge emotional attitudes
3.1.1/3.1.2/3.3.1/3.3.2/3.10.1/3.10.2
Provide supportive correction; recommend; caution
3.2.1/4.1/4.2/4.5/4.7

187

The following pages present the Enabling Objectives for the Communicative Activity DEMONSTRATES. They are:

C.7.1 Introducing the Demonstration

C.7.2 Providing Explanation

C.7.3 Demonstrating

C.7.4 Supervising Student Performance

C.7.6 Providing Communicative Guidance

ENABLING OBJECTIVE C.7.1 INTRODUCING THE DEMONSTRATION

CHINESE

SKILL DEVELOPMENT	LINGUISTIC KNOWLEDGES	COMMUNICATIVE PRACTICE
MacroSTANDARDS Communicative Activity "DEMONSTRATES"	MicroSTANDARDS (Functional Elements)	COMMENTS AND ADDITIONAL INFORMATION
INTRODUCING THE DEMONSTRATION		SALUTATION/INTRODUCTION - INCLUDE JOB TITLE
A. Gain attention		
The student gains attention using the following functions:		The student should use the appropriate Rolebook as a Job Performance Aid in order to effect the proper style and register through a variety of specific role statements.
6.1.1 interrupt	6.1.1: 4	The student must have command of a number of stock phrases such as:
5.5.1 introduce oneself	5.5.1: 3	"May I have your attention, please."
3.7 express intention	3.7: 2/3/5	"If everyone is ready, let's get started."
6.2 sequence communication	6.2: all elements listed	The student will employ with automatic fluency such instructional introductions as:
6.3 refocus or adjust communication	6.3: 4/5/9/10	"The objectives for this session are as follows."
B. Motivate		"There are three objectives for this lesson."
The student will motivate the audience by pointing out how the learning will be relevant to their needs, meaningful to their job tasks, or in some other manner proven effective for the target audience. The student will use functions:		"At the end of this session, you should be able to do three things."
2.6 need	2.6: 1-7	"Given_____, you should be able to _____."
2.8 obligation	2.8: 1-8	
3.10.1 importance	3.10.1: 1-3/5	
4.1 suggest	4.1: 4-8/10	

VIII-107

ENABLING OBJECTIVE C.7-1 INTRODUCING THE DEMONSTRATION — CHINESE

SKILL DEVELOPMENT — LINGUISTIC KNOWLEDGES — COMMUNICATIVE PRACTICE

MacroSTANDARDS Communicative Activity "DEMONSTRATES"	MicroSTANDARDS (Functional Elements)	COMMENTS AND ADDITIONAL INFORMATION
C. State learning objectives		
The student will state learning objectives in behavioral (what the learner will do) terms. S/he will use the following functions:		The student must be able to verbally state learning objectives in action hands-on terms in the target language.
1.1 identify objects, persons, processes	1.1: all elements listed	
1.2 state factual information	1.2: 1	
D. Provide overview of activities and/or procedures		
The student will describe in order the events that will take place during the presentation or group activities. S/he will use functions:		This overview works as an "advanced organizer" for the steps and activities to be performed by the learner.
1.1 identify objects, persons, processes	1.1: 10	
1.2 state factual information	1.2: 1	
3.7 intention	3.7: 2/3/5	
6.2 sequence communication	6.2: all elements listed	
E. Explain evaluation		
The student will describe the reason for evaluation, the process of finding out if the objectives can or cannot be performed by the aduience (learners). It is explained as an obligation on the part of the presenter and the learner.		The evaluation should be presented as everyone's responsibility. The evaluation should be viewed as non-threatening.
2.8 obligation	2.8: 1/3-5	
2.5.1 capability	2.5.1: 1-3/5	

ENABLING OBJECTIVE C.7-1 INTRODUCING THE DEMONSTRATION

CHINESE

SKILL DEVELOPMENT · LINGUISTIC KNOWLEDGES COMMUNICATIVE PRACTICE

MacroSTANDARDS Communicative Activity "DEMONSTRATES"	MicroSTANDARDS (Functional Elements)	COMMENTS AND ADDITIONAL INFORMATION
2.5.2 incapability	2.5.2: 1-4	
3.10.1 importance	3.10.1: 1-3/5	

ENABLING OBJECTIVE C.7-2 PROVIDING EXPLANATION

CHINESE

SKILL DEVELOPMENT | LINGUISTIC KNOWLEDGES | COMMUNICATIVE PRACTICE

MacroSTANDARDS Communicative Activity "DEMONSTRATES"	MicroSTANDARDS (Functional Elements)	COMMENTS AND ADDITIONAL INFORMATION
PROVIDING EXPLANATION		
A. Issue warnings and cautions		
The student will point out any parts or procedures that could cause a safety hazard endangering health, equipment, or environment. S/he will use functions:		Safety is a required procedure.
4.5 warnings	4.5: 1-7	
2.4.1 possibility	2.4.1: 1-4/6	
B. Identify parts and label them		
The student will identify the various parts of equipment, tools, machinery, and the like, using simple sentence constructions as found in functions:		Training aids, labeled diagrams are often most helpful here.
1.1 identify objects, persons, processes	1.1: all elements listed	
1.2 state factual information		
C. Identify steps in a procedure		
The student will list in order the steps in the procedure to be learned using functions:		
1.1 identify objects, persons, processes	1.1: 10	
1.2 state factual information	1.2: 1	
4.6 directions/instructions/commands	4.6: 2/3	
6.2 sequence communication	6.2: all elements listed	

ENABLING OBJECTIVE C.7-3 DEMONSTRATING

CHINESE

SKILL DEVELOPMENT — LINGUISTIC KNOWLEDGES — COMMUNICATIVE PRACTICE

MacroSTANDARDS Communicative Activity "DEMONSTRATES"	MicroSTANDARDS (Functional Elements)	COMMENTS AND ADDITIONAL INFORMATION
DEMONSTRATING		
A. Make comments on modeled actions		
During the demonstration, performed by the student or one or more assistants, the student will point out critical things to remember, practice, or perform that ensure successful performance of the learning task. S/he will employ the following functions:		Throughout this task, functions 1.1 and 1.2 are used. The critical learning in this EO is the mastery of the other functions. Often the explanation and demonstration can be combined as one activity.
2.3.1 remembering	2.3.1: 1/3/5-7	
2.3.2 forgetting	2.3.2: 1/3/5	
2.6 need	2.6: all elements listed	
3.10.1 importance		
4.5 warnings	4.5: 1-7	
4.6 directions/instructions/commands	4.6: 1-4	
2.4.1 possibility	2.4.1: all elements listed	
2.4.2 impossibility		
B. Make comments on the procedures		
The student will point out the elements within each step of a procedure that are critical to successful performance. S/he will use functions:		
2.3.1 remembering	2.3.1: 1-3/6/7	

VIII-III

ENABLING OBJECTIVE C.7-3 DEMONSTRATING (CHINESE)

SKILL DEVELOPMENT | LINGUISTIC KNOWLEDGES | COMMUNICATIVE PRACTICE

MacroSTANDARDS Communicative Activity "DEMONSTRATES"	MicroSTANDARDS (Functional Elements)	COMMENTS AND ADDITIONAL INFORMATION
2.3.2 forgetting	2.3.2: 1/3/5	
2.6 need	2.6: all elements listed	
3.10.1 importance	3.10.1: 1-3/5	
4.5 warnings	4.5: 1-3	
4.6 directions/instructions/commands	4.6 1-3	
2.4.1 possibility	2.4.1: all elements listed	
2.4.2 impossibility	2.4.2: 1/2/5	

ENABLING OBJECTIVE C.7-4 SUPERVISING STUDENT PERFORMANCE

CHINESE

SKILL DEVELOPMENT | LINGUISTIC KNOWLEDGES | COMMUNICATIVE PRACTICE

MacroSTANDARDS Communicative Activity "DEMONSTRATES"	MicroSTANDARDS (Functional Elements)	COMMENTS AND ADDITIONAL INFORMATION
SUPERVISING STUDENT PERFORMANCE		
A. Answer questions		
The student will answer questions requesting information, clarification, or guidance by using functions:		Be sure to allot plenty of time for student practice.
1.1 identify objects, persons, processes	1.1: all elements listed	
1.2 state factual information	1.2: 1	
4.6 directions/instructions/commands	4.6: 1-4	
4.4 advice	4.4: 1-8	A checklist or step-by-step chart is a useful instructor tool during supervision.
4.7 corrections	4.7: 1-6	
B. Acknowledge emotional attitudes		
The student will verbally acknowledge his/her understanding of emotional attitudes on the part of the questioner using functions:		
3.1.1 pleasure/liking	3.1.1: 1/2/6	
3.1.2 displeasure/dislike	3.1.2: 1-3	
3.3.1 fear	3.3.1: 1-3	
3.3.2 worry	3.3.2: 1/2	
3.10.1 importance	3.10.1: 1/2	
3.10.2 unimportance/indifference	3.10.2: 1/2	

ENABLING OBJECTIVE C.7-4 SUPERVISING STUDENT PERFORMANCE

CHINESE

SKILL DEVELOPMENT | LINGUISTIC KNOWLEDGES | COMMUNICATIVE PRACTICE

MacroSTANDARDS Communicative Activity "DEMONSTRATES"	MicroSTANDARDS (Functional Elements)	COMMENTS AND ADDITIONAL INFORMATION
C. Provide supportive correction		
The student will make supportive corrections of learners' performance of the task using functions:		It is important to correct the learner in ways that build confidence.
3.2.1 satisfaction	3.2.1: 4-7	
4.1 suggestions	4.1: 3-9	
4.4 advice	4.4: 2-8	
4.7 corrections	4.7: 2-6	

ENABLING OBJECTIVE C.7-5 EVALUATING PERFORMANCE

CHINESE

SKILL DEVELOPMENT | LINGUISTIC KNOWLEDGES | COMMUNICATIVE PRACTICE

MacroSTANDARDS Communicative Activity "DEMONSTRATES"	MicroSTANDARDS (Functional Elements)	COMMENTS AND ADDITIONAL INFORMATION
EVALUATING PERFORMANCE		
A. Ask questions		
The student will ask questions for the purpose of obtaining responses from learners who are being evaluated. These questions can be requests for information or invitations for the learner to perform all or parts of the task. The student will use functions:		Require the student to work independently. Use an evaluation checklist.
1.3 seek factual information	1.3: all elements listed	Remember! Student performance is a measure of validity of instruction.
2.5.1 capability	2.5.1: 1/5/6	
2.11 awareness	2.11: 4	Usually instructor will ask student about error made such as: "What function does that part have?"
B. Express approval/disapproval		
The student will verbally express approval for correct responses or actions on the part of the learner. The student will use verbal expressions of disapproval only under extreme or unusual circumstances. S/he will use functions:		
3.9.1 approval	3.9.1: 2-5	Review basic content and essential steps.
3.9.2 disapproval	3.9.2: 2-6	Remotivate the learner.
C. Provide assessment		
The student will tell the learner how s/he did on the learning task. The student will point out satisfactory and unsatisfactory performance, and make supportive corrections using functions:		

VIII-115

ENABLING OBJECTIVE C.7-5 EVALUATING PERFORMANCE

CHINESE

SKILL DEVELOPMENT | LINGUISTIC KNOWLEDGES | COMMUNICATIVE PRACTICE

MacroSTANDARDS Communicative Activity "DEMONSTRATES"	MicroSTANDARDS (Functional Elements)	COMMENTS AND ADDITIONAL INFORMATION
1.1 identify objects, persons, processes	1.1: all elements listed	
1.2 state factual information	1.2: 1	
3.2.1 satisfaction	3.2.1: 1/4-7	
3.2.2 dissatisfaction	3.2.2: 5-7	
4.7 corrections	4.7: 2-4/6	

ENABLING OBJECTIVE C.7-6 PROVIDING COMMUNICATIVE GUIDANCE

CHINESE

SKILL DEVELOPMENT	LINGUISTIC KNOWLEDGES	COMMUNICATIVE PRACTICE
MacroSTANDARDS Communicative Activity "DEMONSTRATES"	MicroSTANDARDS (Functional Elements)	COMMENTS AND ADDITIONAL INFORMATION
PROVIDING COMMUNICATIVE GUIDANCE		This EO is common to "BRIEFS", "DEMONSTRATES, and "TEACHES". Consequently, mastery of providing communicative guidance is a critical EO in general.
A. Encourage questions		
The student will encourage questions during, after, or during and after the presentation. S/he will use:		A number of "human skills" are at play in providing guidance. For special use of style or mood, the student should develop some of his language from the appropriate Rolebook.
6.9 request questions and/or comments	6.9: 1-3	
B. Answer questions		
The student will answer factual questions using functions:		Answering factual questions may require some or all of the strategies employed in S.3-2 INTRODUCING KEY TERMS.
1.1 identify objects, persons, processes	1.1: all elements listed	In thought and opinion questions, introductory phrases should be learned such as:
1.2 state factual questions	1.2: 1	
2.10.2 affirmation/confirmation	2.10.2: 1-3	"It is possible that..."
4.7 corrections	4.7: 1-4/6	"We found it can be done for the following reasons."
The student will answer questions requiring the expression of thoughts or opinions by using:		
2.4.1 possibility	2.4.1: 1	
2.4.2 impossibility	2.4.2: 1	
2.5.1 capability	2.5.1: 1	
2.5.2 incapability	2.5.2: 1	
2.12.1 difficulty	2.12.1: 1	

VIII-117

ENABLING OBJECTIVE C.7-6 *PROVIDING COMMUNICATIVE GUIDANCE* CHINESE

SKILL DEVELOPMENT	LINGUISTIC KNOWLEDGES	COMMUNICATIVE PRACTICE
MacroSTANDARDS Communicative Activity "DEMONSTRATES"	MicroSTANDARDS (Functional Elements)	COMMENTS AND ADDITIONAL INFORMATION
2.12.2 ease	2.12.2: 1/4	
2.13 belief/opinion	2.13: 1-3	
3.10.1 importance	3.10.1: 1	
3.10.2 unimportance/indifference	3.10.2: 1	
3.1.1 pleasure/liking	3.1.1: 1/2	
3.1.2 displeasure/dislike	3.1.2: 1-3	
3.6 preference	3.6: 1-3	
4.7 corrections	4.7: 1-3	
C. Acknowledge emotional attitudes		
The student will acknowledge emotional attitudes on the part of questioners using functions:		This part, dealing with emotional attitudes, is especially tricky. It requires much practice, cultural knowledge, and knowledge of the audience.
3.1.1 pleasuring/liking	3.1.1: 1/2	
3.1.2 displeasure/dislike	3.1.2: 1-3/6	
3.3.1 fear	3.3.1: 1-3/6	
3.3.2 worry	3.3.2: 1/2/4	
3.5 surprise	3.5: 1-3	
3.2.1 satisfaction	3.2.1: 1-3/7	
3.2.2 dissatisfaction	3.2.2: 1-4/6	

ENABLING OBJECTIVE C.7-6 PROVIDING COMMUNICATIVE GUIDANCE (CHINESE)

SKILL DEVELOPMENT MacroSTANDARDS Communicative Activity "DEMONSTRATES"	LINGUISTIC KNOWLEDGES MicroSTANDARDS (Functional Elements)	COMMUNICATIVE PRACTICE COMMENTS AND ADDITIONAL INFORMATION
3.10.1 importance	3.10.1: 1/2	
3.10.2 unimportance/indifference	3.10.2: 1/2/5	
D. Provide supportive correction; recommend; caution		
The student will employ supportive (non-abrasive) correction, give recommendations, and provide cautions and warnings (generally about safety or procedures) using functions:		This is also an area where human skills play a large part.
3.2.1 satisfaction	3.2.1: 4-7	
4.1 suggests	4.1: 3-8	
4.2 requests	4.2: 2-6	
4.5 warnings	4.5: 2-5	
4.7 corrections	4.7: 2-4/6	

The following pages present the Enabling Objectives for the Communicative Activity TEACHES. They are:

C.8.1 Introducing the Subject

C.8.2 Developing the Subject

C.8.3 Concluding the Lesson

C.8.4 Providing Communicative Guidance

ENABLING OBJECTIVE C.8-1 INTRODUCING THE SUBJECT

CHINESE

SKILL DEVELOPMENT | LINGUISTIC KNOWLEDGES | COMMUNICATIVE PRACTICE

MacroSTANDARDS Communicative Activity "TEACHES"	MicroSTANDARDS (Functional Elements)	COMMENTS AND ADDITIONAL INFORMATION
INTRODUCING THE SUBJECT		
A. Gain attention		Open with a saluation, greeting, and introduction.
The student will gain attention using the following functions:		The student should use the appropriate Rolebook as a Job Performance Aid in order to effect the proper style and register through a variety of specific role statements.
5.5.1 introduce oneself	5.5.1: 3	The student must have command of a number of stock phrases such as:
6.1.1 interruption	6.1.1: 4	"May I have your attention, please."
3.7 express intention	3.7: 2-5	"If everyone is ready, let's get started."
6.2 sequence communication	6.2: 1-3/5/8-10	The student will employ with automatic fluency such instructional introductions as:
6.3 refocus or adjust communication	6.3: 4/5/8/10	"The objectives for this session are as follows."
B. Motivate		"There are three objectives for this lesson."
The student will motivate the audience by pointing out how the learning will be relevant to their needs, meaningful to their job tasks, or in some other manner proven effective for the target audience. The student will use functions:		"At the end of this session, you should be able to do three things."
2.6 need	2.6: 1-4	"Given_____, you should be able to_____."
2.8 obligation	2.8: 1-5	The student must be able to verbally state learning objectives in action hands-on terms in the target language.
3.1.1 liking	3.1.1: 1-5	
3.4 hope	3.4: 1/2	
4.1 suggest	4.1: 1/2/4-6/8/9	

VIII-121

ENABLING OBJECTIVE C.8-1 INTRODUCING THE SUBJECT — CHINESE

SKILL DEVELOPMENT — LINGUISTIC KNOWLEDGES — COMMUNICATIVE PRACTICE

MacroSTANDARDS Communicative Activity "TEACHES"	MicroSTANDARDS (Functional Elements)	COMMENTS AND ADDITIONAL INFORMATION
3.10.1 importance	3.10.1: 1/2	
C. State learning objectives		
The student will state learning objectives in behavioral (what the learner will do) terms. S/he will use the following functions:		This overview works as an "advanced organizer" for the steps and activities to be performed by the learner.
1.1 identify objects, persons, processes	1.1: all elements listed	
1.2 state factual information	1.2: 1	
D. Provide overview of activities and/or procedures		
The student will describe in order the events that will take place duringthe presentation or group activities. S/he will use functions:		
1.1 identify objects, persons, processes	1.1: all elements listed	
1.2 state factual information	1.2: 1	
3.7 intention	3.7: 2/3/5	
4.1 suggest	4.1: 4/6/8/9	
6.2 sequence communication	6.2: all elements listed	
E. Explain evaluation		
The student will describe the reason for evaluation. The process of finding out, if the objectives can or cannot be performed by the audience (learners). It is explained as an obligation on the part of the presenter and the learner. S/he will use functions:		The evaluation should be presented as everyone's responsibility. The evaluation should be viewed as non-threatening.

ENABLING OBJECTIVE C.8.1 INTRODUCING THE SUBJECT

CHINESE

SKILL DEVELOPMENT | LINGUISTIC KNOWLEDGES | COMMUNICATIVE PRACTICE

MacroSTANDARDS Communicative Activity "TEACHES"	MicroSTANDARDS (Functional Elements)	COMMENTS AND ADDITIONAL INFORMATION
2.8 obligation	2.8: 1/3/5	
2.5.1 capability	2.5.1: 1/2/5/6	
2.5.2 incapability	2.5.2: 2/4/5	
3.2.1 satisfaction	3.2.1: 2-7	
3.2.2 dissatisfaction	3.2.2: 2/3/5-7	

VIII-123

ENABLING OBJECTIVE C.8-2 DEVELOPING THE SUBJECT

CHINESE

SKILL DEVELOPMENT — LINGUISTIC KNOWLEDGES — COMMUNICATIVE PRACTICE

MacroSTANDARDS Communicative Activity "TEACHES"	MicroSTANDARDS (Functional Elements)	COMMENTS AND ADDITIONAL INFORMATION
DEVELOPING THE SUBJECT		
A. Identify/define main points		
The student will identify main points, define them, and give examples and non-examples. S/he will use functions:		EO S.3-2 INTRODUCING KEY TERMS is a supporting objective for this activity.
1.1 identify objects, persons, processes	1.1: all elements listed	
1.2 state factual information	1.2: 1	
3.10.1 importance	3.10.1: 2-5	
B. Explain and support main points		
The student will explain and support main points with statistics, quotes, analogies, and facts. The student will use functions:		This step requires much preparation. A checklist should be used to insure: •adequate support for the objectives or main points •meaningful activities on the part of the learner •explanations adequate for student understanding •clear-cut and logical organization
1.1 identify objects, persons, processes	1.1: all elements listed	
1.2 state factual information	1.2: 1	
2.4.1 possibility	2.4.1: all elements listed	
2.4.2 impossibility	2.4.2: 1-3/5	
2.5.1 capability	2.5.1: all elements listed	
2.5.2 incapability		
2.6 need	2.6: all elements listed	
2.8 obligation	2.8: 1/2/3/5-8	

ENABLING OBJECTIVE C.8.2 DEVELOPING THE SUBJECT

CHINESE

SKILL DEVELOPMENT | LINGUISTIC KNOWLEDGES | COMMUNICATIVE PRACTICE

MacroSTANDARDS Communicative Activity "TEACHES"	MicroSTANDARDS (Functional Elements)	COMMENTS AND ADDITIONAL INFORMATION
3.10.1 importance	3.10.1: all elements listed	
4.1 suggestions	4.1: "	
4.5 warnings	4.5: "	
4.6 directions/instructions/commands	4.6: 1-4	

VIII-125

ENABLING OBJECTIVE C.8-3 CONCLUDING THE LESSON

CHINESE

SKILL DEVELOPMENT | LINGUISTIC KNOWLEDGES | COMMUNICATIVE PRACTICE

MacroSTANDARDS Communicative Activity "TEACHES"	MicroSTANDARDS (Functional Elements)	COMMENTS AND ADDITIONAL INFORMATION
CONCLUDING THE LESSON		
A. Recall main points		
The student will review basic content and essential actions. S/he will use functions:		The main points are recalled and summarized. Learner completes his/her notes.
1.1 identify objects, persons, processes	1.1 all elements listed	
1.2 state factual information	1.2: 1	
2.3.1 remembering	2.3.1: 1-3/5-7	
2.3.2 forgetting	2.3.2: 1-3/5	
B. Recommend courses of action		
The student will recommend courses of action to be taken based on the content of the lesson. S/he will remotivate the learners. S/he will use functions:		The learner must fully realize the practical value of the lesson. This must become a personal value on which s/he will base future actions.
2.6 need	2.6: all elements listed	
2.8 obligation	2.8: "	
3.10.1 importance	3.10.1: 1-3/5	
4.1 suggestions	4.1: all elements listed	
4.7 correction	4.7: all	
4.6 directions/instructions/commands	4.6: 1-3/4	
4.4 advice	4.4: all elements listed	

ENABLING OBJECTIVE C.8-4 PROVIDING COMMUNICATIVE GUIDANCE

CHINESE

SKILL DEVELOPMENT | LINGUISTIC KNOWLEDGES | COMMUNICATIVE PRACTICE

MacroSTANDARDS Communicative Activity "TEACHES"	MicroSTANDARDS (Functional Elements)	COMMENTS AND ADDITIONAL INFORMATION
PROVIDING COMMUNICATIVE GUIDANCE		This EO is common to "BRIEFS", "DEMONSTRATES", and "TEACHES". Consequently, mastery of providing communicative guidance is a critical EO in general.
A. Encourage questions		
The student will encourage questions during, after, or during and after the presentation. S/he will use:		A number of "human skills" are at play in providing guidance. For special use of style or mood the student should develop some of his language from the appropriate Rolebook.
6.9 request questions and/or comments	6.9: 1-3	
B. Answer questions		
The student will answer factual questions using functions:		Answering factual questions may require some or all of the strategies employed in S.3-2 INTRODUCING KEY TERMS.
1.1 identify objects, persons, processes	1.1: all elements listed	
1.2 state factual questions	1.2: 1	In thought and opinion questions, introductory phrases should be learned such as:
2.10.2 affirmation/confirmation	2.10.2: 1-3	"It is possible that..."
4.7 corrections	4.7: 1-4/6	"We found it can be done for the following reasons."
The student will answer questions requiring the expression of thoughts or opinions by using:		
2.4.1 possibility	2.4.1: 1	
2.4.2 impossibility	2.4.2: 1	
2.5.1 capability	2.5.1: 1	
2.5.2 incapability	2.5.2: 1	
2.12.1 difficulty	2.12.1: 1	

ENABLING OBJECTIVE C.8-4 PROVIDING COMMUNICATIVE GUIDANCE

CHINESE

SKILL DEVELOPMENT — LINGUISTIC KNOWLEDGES — COMMUNICATIVE PRACTICE

MacroSTANDARDS Communicative Activity "TEACHES"	MicroSTANDARDS (Functional Elements)	COMMENTS AND ADDITIONAL INFORMATION
2.12.2 ease	2.12.2: 1/4	
2.13 belief/opinion	2.13: 1-3	
3 10.1 importance	3.10.1: 1	
3.10.2 unimportance/indifference	3.10.2: 1/2	
3.1.1 pleasure/liking	3.1.1:1/2	
3.1.2 displeasure/dislike	3.1.2: 1-3	
3.6 preference	3.6: 1-3	
4.7 corrections	4.7: 1-3	
C. Acknowledge emotional attitudes		
The student will acknowledge emotional attitudes on the part of questioners using functions:		This part, dealing with emotional attitudes, is especially tricky. It requires much practice, cultural knowledge, and knowledge of the audience.
3.1.1 pleasure/liking	3.1.1: 1/2	
3.1.2 displeasure/dislike	3.1.2: 1-3/6	
3.3.1 fear	3.3.1: 1-3/6	
3.3.2 worry	3.3.2: 1/2/4	
3.5 surprise	3.5: 1-3	
3.2.1 satisfaction	3.2.1: 1-3/7	
3.2.2 dissatisfaction	3.2.2: 1-4/6	

ENABLING OBJECTIVE C.8-4 PROVIDING COMMUNICATIVE GUIDANCE

CHINESE

SKILL DEVELOPMENT | LINGUISTIC KNOWLEDGES | COMMUNICATIVE PRACTICE

MacroSTANDARDS Communicative Activity "TEACHES"	MicroSTANDARDS (Functional Elements)	COMMENTS AND ADDITIONAL INFORMATION
3.10.1 importance	3.10.1: 1/2	
3.10.2 unimportance/indifference	3.10.2: 1/2/5	
D. Provide supportive correction; recommend; caution		
The student will employ supportive (non-abrasive) correction, give recommendations, and provide cautions and warnings (generally about safety or procedures) using functions:		This is also an area where human skills play a large part.
3.2.1 satisfaction	3.2.1: 4-7	
4.1 suggests	4.1: 3-8	
4.2 requests	4.2: 2-6	
4.5 warnings	4.5: 2-5	
4.7 corrections	4.7: 2-6	

VIII-129